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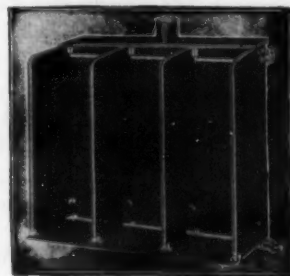
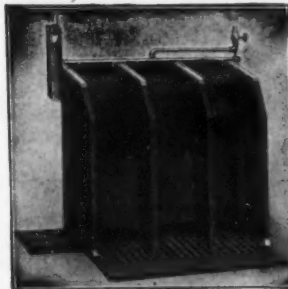
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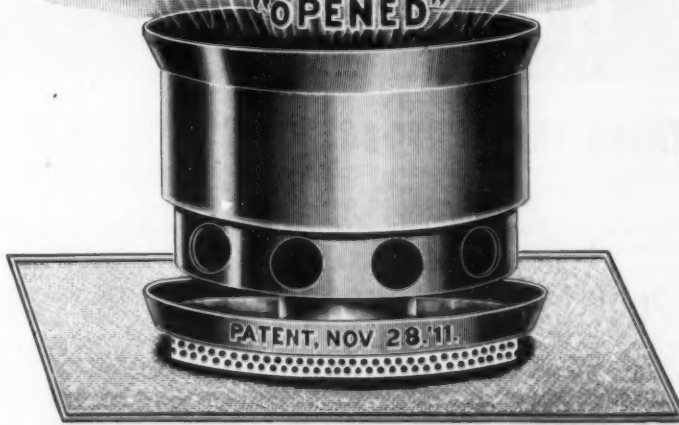
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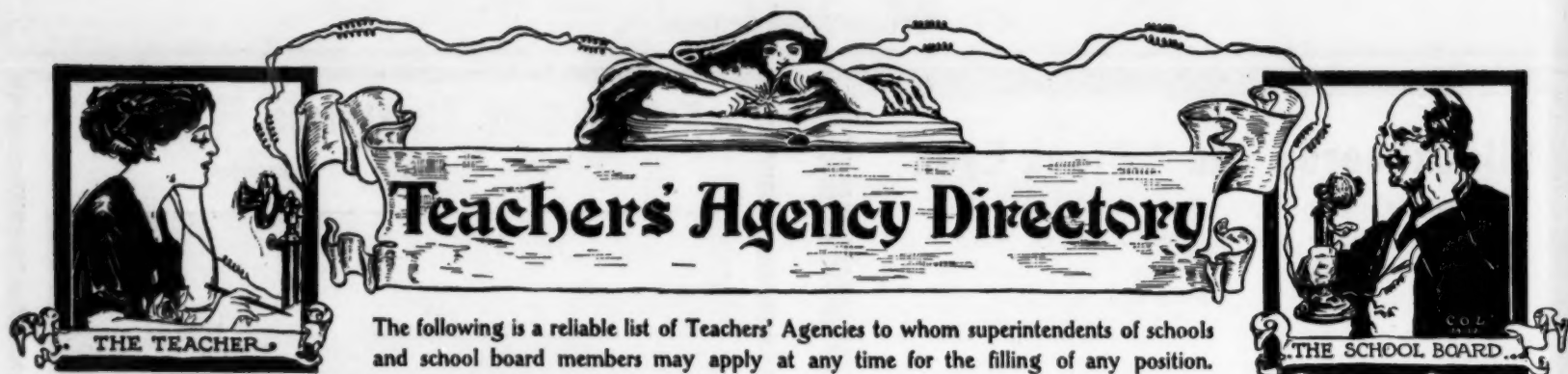
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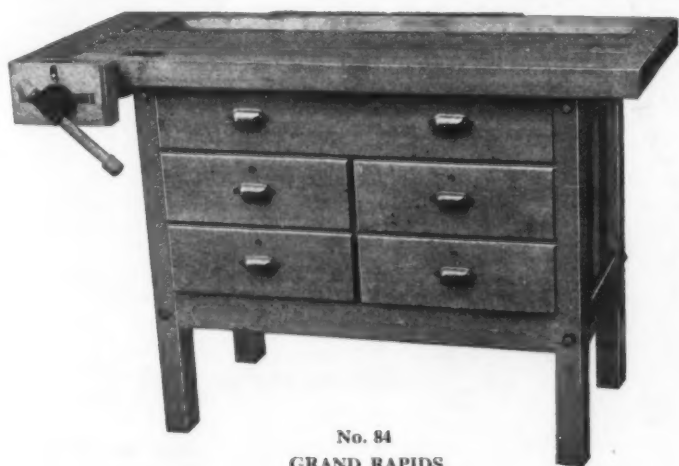
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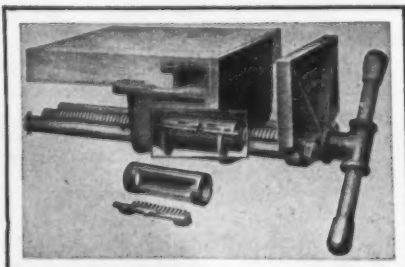
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No. 2

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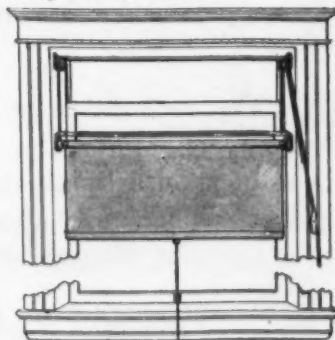
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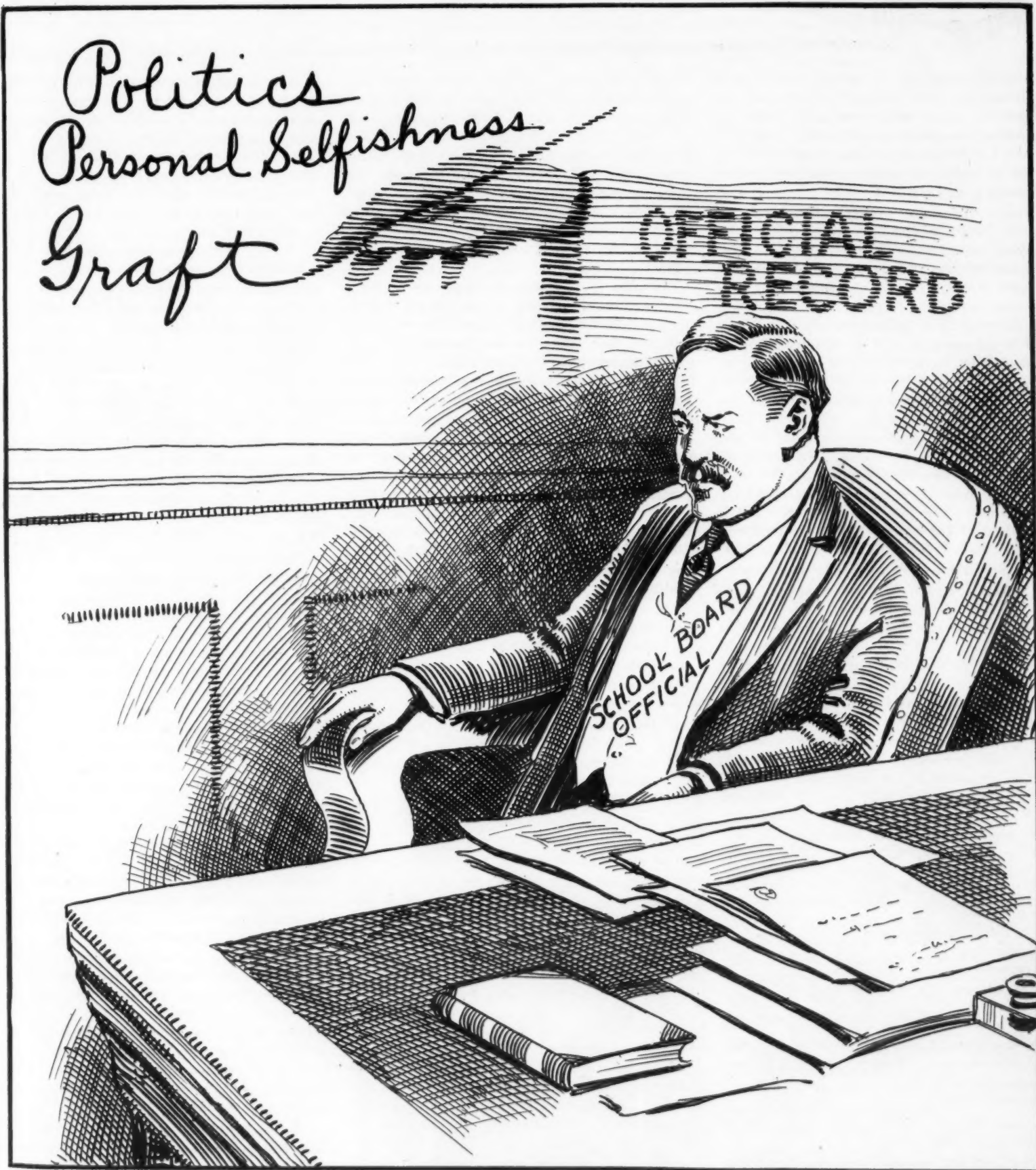
School Board Journal

Founded March 1891 by WILLIAM GEORGE BRUCE

Volume XLIX, Number 2

AUGUST, 1914

Subscription, \$1.50 per Year



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By a Member of the School Board

We have ended our six weeks' search for a superintendent of schools and out of many interviews held, many letters read and written and many committee meetings attended, it seems to me that I have gathered some nuggets of wisdom which may be profitably shared with school boards and school masters.

All thru the quest we have been realizing anew the purely subordinate value of letters of recommendation. The good the candidate has done lives in them but the evil, reversing Mark Antony's dictum, is buried—always. I have had a man say to me frankly, "You don't want Prof. X," and have known that the same man would never have written as much. I would not have done it myself. The candidate who comes with a sheaf of letters ought to know surely that, if he cannot commend himself, the letters will not do it for him; and in the precious minutes of a personal interview he and not the letters ought to be in the foreground. Face to face with a man seeking a position, I want to estimate him and not have to spend my time reading other people's estimates—that I can do later. Yet I have had more than one man talk to me five minutes and then hand me a package of letters—to read then and there.

Letters of course have their value and especially such letters as the best agencies furnish: letters which answer specific questions, which are given by men having first hand information and which were not delivered to the man they describe. It is well for a candidate to have a selection of such letters precede his personal arrival and it is by no means essential that they come thru an agency. If the applicant has (as what schoolmen has not?) a collection of letters commenting favorably upon his work, let him make copies of half a dozen and send such to each member of the teachers' committee: several copies in the hands of prospective employers are often helpful. But more important than letters is, to my mind, a sheet of condensed information, giving say:

Preparation:

Schools, diplomas, etc.

Certificates.

Experience:

Locations, time spent in each, dates.

References:

A selected list, not too long, of friends the applicant is sure of. If he is in on the finals every one of these will have to answer searching questions.

Personal Facts:

Age, weight, height, married or single, church relations, etc.

Many of our applicants sent in the first letter unsolicited data like the above and it placed them at a distinct advantage.

As to our own inquiries, we did not adopt the plan of many boards in sending a blank form to be filled out. Blank forms can be extremely specific. I recall one I was once asked to fill out relative to a high-school teacher, where I was desired to inform the teachers' committee

whether the young woman in question was positively dangerous in the excess of her personal beauty, or merely normally attractive, or whether she belonged to the type a friend would have described as "not exactly pretty but such a sweet girl." (I may parenthetically add that this was not the exact wording of the form.) We went to the other extreme and, in the case of the men who were last to be dropped from our list, we wrote to their references asking simply:

"Is Mr. — a man to whom we ought to offer the superintendency of our schools and the oversight of six hundred of our children?"

If the man addressed was honest and knew anything derogatory to the candidate this gave him little chance to hedge. Wherever it was possible we secured a personal interview instead of a letter. In either case we of course promised that anything told us would be regarded as strictly confidential and we of course kept our promise.

Where a candidate makes a personal application, it is a good rule of professional ethics which demands that he first visit the superintendent then in office. After that he is usually able to meet a board or teachers' committee on a little better footing. I have known one case where a man was misled by a fellow teacher but such instances are so rare that they hardly need enter into the account.

In man to man talk with school officials, the golden dictum is found in a paraphrase of Longfellow's lines:

"Be frank! Be frank!" and everywhere
"Be frank;

Be not too frank!" Yet better the excess
Than the defect.

As a case in point, I recall how I asked a very direct and evidently embarrassing question and how, all thru his reply, I could not rid myself of the impression that my informant was seeking to favorably impress me rather than to give an exact, uncolored statement. There was the instance too of one who in many respects seemed the ablest of all our applicants but who, with all his charm and ability, could not efface the initial impression which he made upon all of us, of being a man with a past. By way of contrast, there was the applicant who volunteered the information that he had been at variance with a prominent member of his community and then went on to explain how he was right and the prominent member wrong. I was disposed to accept his version of the affair and yet his telling me that story, unasked, seems to me still poor judgment.

The most absolutely fatal thing that can be done by any candidate is to incur the suspicion of double dealing. One man, who had most favorably impressed us, was dropped at once when it was found that his board considered that he had given his word to remain with them the following year. A candidate cannot be too careful to guard himself against any possibility of such back fire.

A personal visit to some town in which the applicant has lived as a citizen ought, I believe, always to be made, whatever the difficulties, before any candidate is engaged. There is, I know, a growing, and, it is to be feared, a well grounded prejudice against the junketing trips of public officials. Your town may be small and school taxes high but the most costly extravagance any board can indulge in is that of hiring the wrong superintendent and such a blunder may, times without number, be wholly avoided if some level-headed man will simply visit a town where the candidate has lived and worked and there gather an herbarium of opinions.

Seldom is the man in the street an expert in pedagogy but one is apt to find in him an authority of the first order when one asks questions concerning public spirit, neighborliness, common sense and such weightier matters of the law. We sent one of our members to the extreme end of an adjoining state to visit a city in which one applicant had lived ten years before and every man on our board believes that trip was worth while.

As to salary, the best course, as in most bargaining, is, to my mind, to state your price and not haggle. We set the salary we wished to pay and it would have been no advantage to any candidate to offer to come for less. One candidate told us that he must have more and stated the price at which he would come. Had he commended himself in all other respects, we would quite likely have met his terms, but in stating his ultimatum he took his risk.

One case re-emphasizes the ubiquitous lesson of the importance of little things: it was that of the man who sent us his photograph without his name written on it. It was found by the clerk among the mingled contents of three just opened letters and there was no telling to which of the three it belonged. We all liked his looks but before we were able to identify him the successful candidate had appeared and this exhibit still figures in our archives as "The Portrait of an Unknown Man."

In one thing we took just pride: we kept up with our correspondence. No letter from any applicant had to wait longer than twenty-four hours after reaching the desk of the secretary of our committee before it was answered. As candidates multiplied, however, and the end of our quest seemed approaching, the form of reply changed somewhat, running in most cases something like this:

"We have not as yet chosen our superintendent and the field is still open for an unusually strong man who would accept a salary of \$..... Our board has, however, received so many applications and our teachers' committee seem so near a decision that we feel it would be unjust to encourage further applicants."

In reply to this one man wrote us to emphasize the fact that he was quite out of the ordinary and another, accepting our attitude as final, paid us the compliment of replying:

(Concluded on Page 68)

CO-OPERATING FORCES FOR THE IMPROVEMENT OF RURAL SCHOOL CONDITIONS

Arthur Henry Chamberlain, Secretary California Council of Education

Before putting this paper in final form a letter was addressed to many leaders in rural school education thruout the country. The question was asked: "What is the most needed improvement in rural education today?" Replies came from state, county and city superintendents, normal school presidents, professors of agriculture, special students of rural problems and teachers of rural schools. Analyzed and briefly summarized these replies were interesting and instructive in the highest degree.

Summary of Needed Improvements.

In the enumeration of the most needed improvements we find the greatest number of replies place better, closer and more expert school supervision at the head of the list. This in a number of instances implies the necessity for rural school supervisors. Better trained teachers come next in order and share honors with consolidation of districts and centralization of schools. Following in the list we have the necessity for more money. This is implied in many of the replies and stated specifically in a large number. As education is a matter of state concern it is felt that the state and wealthy city should see to it that the rural district is not disadvantaged in lack of funds for educational purposes.

The next most needed improvement is thought to be the modification of the course of study, the better to meet the needs of the rural communities. Farm mathematics, applied chemistry, and physics, industrial education, home economics for girls and agriculture are elements of this modified course. Then follows the necessity for making the school the social center of the community with opportunities for social and literary betterment and the discussion of problems having to do with the improvement of industrial, commercial, economic and health conditions. In this connection a community auditorium is advocated by some. Better salaries for teachers, large, attractive playgrounds, plots for experimental agriculture, more modern school buildings, improved water supply and sanitary conditions, the appointive rather than the elective county superintendent—these appear to be held of equal importance.

More extensive and improved school equipments with particular reference to the teaching of industrial and home economics subjects and agriculture, special normal-school courses for the training of rural teachers, abolition of the district system and the substitution thereof of the county unit, and a home for the rural school teacher balance one another. Closing the list of needed improvements we find better salaries for county superintendents, open-air schools, endowments for rural schools, elimination of the county board of education, the introduction of vocational work, enforcement of attendance laws, more permanent tenure for the county superintendent, increased salaries for supervisors, and good roads.

No mention is made of utilizing the various educational forces of the county for the benefit of all the schools. The books and pamphlets now gathering dust in the office of the superintendent; the hundreds of publications from state universities, agricultural colleges, experiment stations, the United States Bureau of Education and the various departments of the Federal Government; pictures, clippings and

industrial exhibits secured from manufacturers should be brought together in a traveling or circulating museum or library. The county library plan should be applied and results pooled. The good things in one place would thus be available everywhere.

The Vital Issues.

Your attention is directed to the fact that three of the needed improvements regarded by the majority of these experts as comparatively unimportant because crowded well to the foot of the list are:

(1) The abolition of the district system and the introduction of the county unit of administration.

(2) The elective county superintendent to give place to the appointive officer.

(3) Special normal-school courses to adequately prepare teachers for rural school positions.

All issues as suggested in the replies are important. After an intensive study of rural school conditions extending over a period of years I am led to the conclusion however that, individual differences and details aside, but with general application the country over, the three above mentioned forces should come first in order of importance. Those who place other matters first have failed to strike at the root of the fundamental weaknesses of our schools. The suggested changes, revolutionary perhaps, are more urgently needed than more money or consolidation and centralization of schools, important as these matters are. For, when we have secured the county unit in administration, have provided for a county superintendent and offered training that fits the teacher specifically for service in the rural school we have gone a long way towards solving all the other problems.

The County Unit.

It is needless to show here how the district system arose, how it served its day well, and why in this age it is antiquated and inadequate. Those who know schools and have studied administrative problems need not be told of the lost motion, the crossing of wires, the ignorance, the neglect, the lack of telling results incident to the district system. The wonder is

that our rural schools are as effective for results as we find them to be. Time and time again, no member of a board of district trustees has had any education in the schools of this country and mighty little anywhere. Hardly one of these men, if a resident today of his native land, might be considered competent to discuss the short-comings of the school system, serve upon a school board, or assist in selecting the one to preside over the destinies of the local institution of learning. But transplanted to a foreign soil, where the temper and tendencies of the people are vastly different from those of his own land, where social, industrial, economic conditions, vary as greatly as do training and temperament, a stranger to our ideas and ideals, with a partial understanding only of our laws, and a crude hold upon our language—how is this man who, many times, serves against his will upon a local board of school trustees, able to do his full duty? And this man, well meaning and honest, is fully as well qualified to fill the position as are his fellows in the neighborhood.

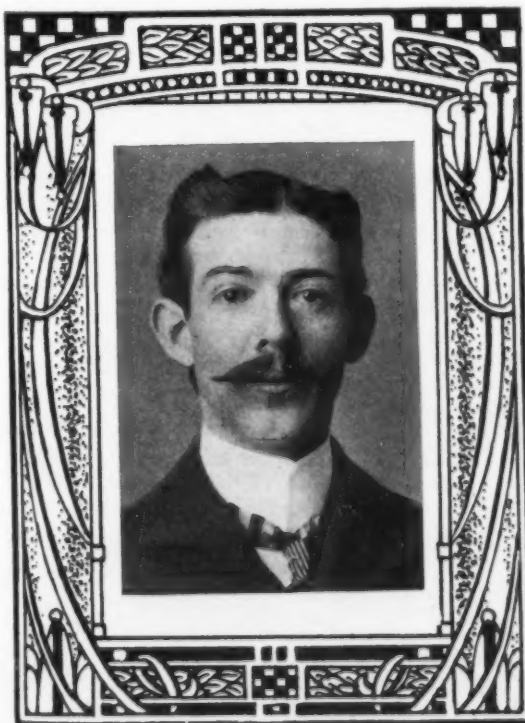
But not alone the foreign born and foreign schooled are serving in such positions. In many instances, desire for political preferment, or ambition, leads to election. Men absolutely without knowledge of the requirements of teachers, or the meaning or make-up of the course of study, are expected to select the teacher, direct the expenditure of funds, and pass upon the kind and character of school buildings and equipment.

As a partial remedy for this condition, comes the county unit plan. There should be one central board of education for the county, which in conjunction with the county superintendent and his associates, should select teachers, as does the city board and superintendent. This board should have charge of the finances of the county. It should be composed of not more than five members. Neither geography, political nor church affiliation, nor sex, should play a part in their selection. They may be elected by the people at large or may serve by appointment. The service should be for long terms, subject to recall. Their only compensation should be for traveling or other expenses, incident to two or three meetings annually.

The raising of standards, the equalizing of opportunities, the economical expenditure of funds, and the securing of more competent teachers, will be brought about thru the introduction of the county unit. But the benefits to be derived from the county plan of organization, are contingent in no small degree upon the elimination of the elective superintendent. The consideration of the county unit plan leads naturally to the second of the important forces that will make for the improvement of rural schools, namely, the appointive superintendent.

The Appointive Superintendent.

The county superintendent should be appointed by the county board. This indeed should be the chief function of that body. His salary should be fixed by them. As in the case of the city superintendent, he may be brought from another county or even another state. Under the elective system, the worst kind of politics are practiced. In some states, no adequate educational qualification is demanded, and the man who could by no possibility serve the county as assessor, or collector, or high-school principal, is placed upon the tail end of his ticket, that some political debt may be paid. In some states where this is not the case, the county superintendent is forced to give



ARTHUR H. CHAMBERLAIN,
San Francisco, Cal.

EDITOR'S NOTE—The accompanying paper was one of the most suggestive addresses read before the Council of Education at its recent meeting in St. Paul, July 4-11. The author writes with the experience of many years as an administrator and investigator of school administrative situations.

much of his time during the last year of his administration, to building anew the fences that he must always keep in repair, when he should be devoting his energies to the conduct of the schools. He is oftentimes hampered as much as he is assisted by paid professional boards, who divide with him the responsibility, thereby detracting from the serviceableness of the school system. He sometimes works with no assistant whatever, and in any case has never sufficient help, to secure follow-up measures in school supervision. The salary received by the average county superintendent is pitifully inadequate. Were it not for wife, or daughter, who frequently acts as assistant where one is allowed, the salary would barely be sufficient to keep the wolf from the door. There is scarcely a state in the Union where the low salaries of county superintendents are not a disgrace.

The appointive superintendent should be an expert by temperament and training, qualified for his work. He should be paid a salary commensurate to the position. He should nominate for appointment all teachers of the county, and such nomination should be confirmed or rejected by the board. He should assign all teachers to their respective schools and changes in assignment should be made by him. He should pass upon schoolhouse construction thruout the county. He should nominate and there should work under his direction, rural school supervisors, men and women thoroly trained in the needs of the rural community, and in the art of teaching. In small or sparsely settled counties the money now paid the professional board members, should be applied upon the salary of a trained supervisor to act with the superintendent. We are learning that in supervision and leadership, follow-up work in the field counts for more than trying to direct the battle from a roll-top desk and upholstered chair. No one should be chosen as superintendent or supervisor whose credentials do not entitle the holder to teach in any rural, grade or high school in the state. This means thoro professional and academic training.

The county should be districted and supervisors should be appointed in such number as to guarantee a visit to each school of one-half day at least every four weeks. These rural school supervisors should hold conferences with the men and women of the neighborhood, should be able to discuss intelligently with the teacher, the strengthening of the course of study, the work of each individual student in the school, and to take up with the farmer in the field, matters relating to crop improvement, the handling of crops, farm management, transportation, marketing and the like. They should be able as well to discuss sanitary measures, rural economics, and problems of the home.

Authority should thus be centered in the county superintendent. By holding those in authority for results, and by placing a lay board between the rural districts and the superintendent's office, effort can be expected to result in efficiency. Under such a system there would be less favoritism shown in the appointment of a teacher to a given district on account of her residence there, or her relationship to a school trustee, or prominent citizen, without regard to her qualifications for the particular school. Indeed, we should expect as efficient work and as satisfactory results as we find in the city. Approach is thus made to the third important factor.

Training the Rural Teacher.

It is not to be wondered at that so many authorities on rural-school education, place the necessity for proper training of teachers as the most vital force necessary for the betterment of conditions. With the county unit prevailing, and the county superintendent an appointive

officer, the next step in progress is the teacher trained for specific service in rural schools. Courses in our normal schools at present are calculated to meet the needs of urban communities. The country school is the teachers' experiment station, and many young girls begin their work in the country. Every self respecting normal school, city training schools excepted, should offer special courses for rural school teachers. Whether in an institution offering two years of professional training, following high-school graduation, or four years' work foundationed by an elementary course, it is necessary to offer practical work covering the subjects of the rural school curriculum. Method without subject matter is useless. On the pedagogical side consideration should be given the vital problems of education, school and classroom management, advances being made, needed reforms, and the tendencies of human nature and their relation to the art of teaching.

This course for rural school teachers should comprehend a first-hand knowledge of country life conditions, the problems to be faced in housing, health, sanitation, water supply, the planning and reconstructing of houses, and the laying out of grounds and labor saving in the home. It should consider ways and means of taking social situations where they are and elevating them to where they should be. It should train the teacher in the organization and conduct of meetings, in making and carrying out literary programs, in utilizing music and the motion picture in the school and home. The machinery of county organization should be handled and political and civic problems given prominence.

There should be courses dealing with farm mathematics and accounting, rural mechanics, the fundamentals of domestic and agricultural chemistry applied, and biology, problems of lighting, heating and ventilating, and proper seating of schoolrooms. The use of books, papers and magazines in the school and home should have a prominent place in the course, and, as well, the profitable employment of the leisure hour including games, sports and contests.

SCHOOL STATISTICS OF CITIES

Interesting Figures Compiled by the Federal Census Bureau

The city of Newton, Mass., had the highest average school attendance, per 100 inhabitants, in 1912 of any of the 195 cities in the United States for which figures are given in the recent report on financial statistics of cities having a population of over 30,000 each, issued by William J. Harris, Director of the United States Census. The average for Newton, Mass., was 21 per 100 inhabitants; for Newark, N. J., 20.5; Chelsea, Mass., 18.9; Hartford, Conn., 17.9; Everett, Mass., 17.8; and Brockton, Mass., 17.6. The city having the lowest average attendance per 100 inhabitants was Dubuque, Ia., with an average of 7.4, followed by Charleston, S. C., 7.6; Augusta, Ga., 7.8; Covington, Ky., 8.3; and Amsterdam, N. Y., 8.7. The average school attendance, per 100 inhabitants, for some of the larger cities in this report was as follows: Boston, 14.5; Washington, 14.1; Cleveland, 14; New York, 13.5; Los Angeles, 12.9; Buffalo, 12.7; Minneapolis, 12.2; Pittsburgh, 11.6; Chicago, 11.5; St. Louis, 11.3; Philadelphia, 10.7; New Orleans, 10.4; Baltimore, 10.3; Milwaukee, 10; Detroit, 9.9; Cincinnati, 9.7; and San Francisco, 9.3.

The total school sittings reported from these 195 cities numbered 3,772,556; of this number, 3,395,563, or 90 per cent, were reported for elementary day schools, and 345,969, or 9.2 per cent, for secondary day schools. The sittings in elementary day schools exceeded the average attendance in these schools by 372,586, or 12.3 per cent of the average number in attendance.

History, geography, literature, reading, oral English and expression, debating, industrial work for boys, home economics for girls, and the fundamental subjects, should be stripped of their varnish and veneer, and emphasis placed upon those phases that find application in the work of men and things. Such work alone is cultural, whether offered in country or city.

These normal school courses must be offered by men and women of experience, who are real teachers, not mere theorists. The class of students should be drawn largely from the country. With adequate salary and working under satisfactory conditions, teachers will cease to look over into the promised land of the skyscraper and the billboard. It is the everlasting change of teachers in the country schools that impedes progress. This affects adversely the continuance of pupils in the school and sends them away to the city. There is too much "back to the farm" bosh talked and too little "stay on the farm" practiced.

Experienced Teachers to the Country.

Inexperienced teachers are frequently forced to the country not because they so desire or have knowledge of rural conditions, or kinship of interest with life in the open, but because the city will accept as teachers only those with training and experience. Rural authorities have not yet developed the backbone or common sense necessary to cope with this situation. It is the experienced teacher, not the novice, who should go to the country. Experience should be secured in towns and cities where there are principals and superintendents and supervisors and fellow teachers to direct and encourage and criticize. There is no rhyme or reason, lack of money aside, in compelling young teachers to gain their experience by main strength and awkwardness at the expense of country boys and girls upon whom they practice. Until teachers have special training for work in rural schools, the authorities should insist upon experienced teachers, and should pay a wage such as to secure to the country the very best. Nothing will help to bring this about as will the county unit and the appointive superintendent.

In like manner, the sittings in secondary day schools exceeded the average daily attendance in those schools by 45,152, or 15 per cent of the average attendance in those schools.

The total number of school buildings reported was 7,308, of which 6,765, or 92.6 per cent, were for elementary schools, and 448, or 6.1 per cent, for secondary schools, the number of sittings per building being 502 and 772, respectively.

Payments for School Expenses.

The average payment for the expenses for the three kinds of schools (elementary day schools, secondary day schools, and night schools) per 100 inhabitants for the 195 cities for which figures are presented was \$491. The city reporting the highest average was Pasadena, Cal., with \$899, followed by Newton, Mass., with \$834; Mount Vernon, N. Y., \$814; Colorado Springs, Colo., \$786; New Rochelle, N. Y., \$744, and Berkeley, Cal., \$725. The cities with the lowest average per 100 inhabitants were Jacksonville, Fla., \$169; Tampa, Fla., \$173; Portsmouth, Va., \$181; Charleston, S. C., \$191.

Supervisors, Teachers, and Other School Employees.

Reports as to the number of supervisors and teachers employed were received from 182 cities. There was a total of 110,662 supervisors and teachers reported for these cities, of whom 85,559, or 77.3 per cent, were employed in elementary schools; 12,643, or 11.4 per cent, in

(Concluded on Page 66)

THE PREPARATION OF BUDGETS

Chas. P. Mason, Secretary and Treasurer, Board of Education, St. Louis, Mo.

The Budget.

A budget is a financial statement, covering a fiscal year in advance, showing the anticipated revenue and apportionment of a body having control of the distribution of public funds. A budget to be complete should not only show the purposes for which the appropriations are made, but also the sources of revenue to be raised for meeting such appropriations. It is, in brief, the principal instrument by which a public body disbursing public funds has control over its expenditures.

The budget, as a report, is prepared by some official with a supervising authority over the corporation's finances. This is usually the financial or fiscal officer, altho in a few cases it is the governor, the mayor or a committee. Such an officer is required, by rule or law, to prepare for the use of the appropriating body a more or less complete report of the financial condition and financial operations of the body.

A budget gives the most complete possible view of a distributing organization. Nothing else pretends to enumerate all the things an organization wants to do for itself or wants to prevent. Well ordered, properly balanced use of public funds, based on proved needs, will show in a well ordered, properly balanced budget based on evidence of need. On the other hand, concealed evils and a confused, helpless public mind are shown by a jumbled, illogical budget, which invites graft. Where the invitation to graft and popular ignorance are, there grafters also will be found.

Effective control over expenditures depends largely upon the care with which provisions are made to render ineffective the methods employed by administrators to circumvent the implied purposes of appropriation. Since an analysis of the requirements of the various departments of a public body will develop many elements in common, methods of standardization have been devised which render possible the highest degree of control and stability in the method of preparing the budget.

Standardization of Accounts and Functions.

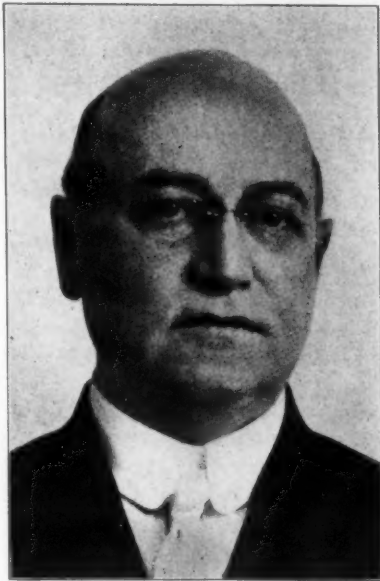
The standardization of a budget reduces to a definite fixed classification all of the things or objects of expenditures for which the organization spends money. They are usually termed "Standard Accounts." Once having determined the amounts required according to the objects of expenditure, the next step is to ascertain what public services are to be secured from the expenditure.

These services are known as "Functions" and should be shown in a standard budget grouped under departments or other organization units.

By means of such an arrangement a clear and comprehensive picture of the various public functions and activities is obtained and a basis is made available for judging understandingly the adequacy or inadequacy of appropriations. Not only are the appropriations for each function shown thereby but also what services or things must be provided in order that such functions may be performed.

After working out a segregation it should be adopted as a standard and not deviated from thereafter, because the comparisons thus afforded between functions, sub-functions and objects of expenditure become of more significance and value from year to year.

It should, therefore, be mandatory thru rule or law, for the appropriating body to prepare each year's estimates and also to pass the budget according to the standard adopted. Besides



MR. CHARLES P. MASON

making possible comparisons between like appropriations from year to year, simplifying and improving the accounting, auditing and reporting methods, the adoption of a segregated and standardized budget makes very difficult the former custom of including "jokers" under the cloak of appropriations for various and indefinitely stated purposes.

Definite Schedules Needed.

It is desirable that a minimum of discretion be exercised by administrative officials in determining under what classification a given expenditure should be charged, because experience shows that several different officials will sometimes charge an item to several different accounts, each official giving a good reason for his decision. Definite schedules showing the items chargeable to each account title should therefore be prepared, printed and distributed thru-out the departments to all employees who prepare purchase requisitions, audit vouchers or keep accounts. The schedules should contain in detail a list of every kind and class of service or thing for which the organization spends money, arranged both alphabetically and according to accounts chargeable.

These schedules, when prepared, should be codified so that each kind and class of service or thing can be readily expressed thru the use of symbols. This may be done by using numerals to designate departments and functions; letters to designate the standard accounts and numerals again for the items chargeable to the several accounts.

In reply to objections that the administrators should not be tied down to the extent of losing entire discretion in the application of their appropriations, allowances for temporary employees should be granted, thus providing the elasticity needed to conduct efficiently the work of the various departments. Such elasticity as may be necessary in the standard accounts other than salaries and wages may be provided subsequently by an additional appropriation.

The First Stage of the Budget.

The fiscal officer should make a very careful study of the organization's anticipated revenue from all its sources and should prepare a statement covering the requirements of the several departments of the organization, showing in detail the amount required for each and every specific purpose. This will give the controlling body an opportunity to have the causes for expenditures verified and to economize in many ways.

It is this report which must be considered as a budget in its first stage. It is found that the law or rules regulating the contents of such reports makes no distinction between the report that the financial officer might be expected to make and that which might be expected from the officer charged with the preliminary preparation of the budget. The requirements relating to the finance officer's duty in one direction are mixed with those relating to his duties in the other direction.

These requirements vary considerably from state to state and are not uniform among other bodies having the disbursement of public funds. In some states the requirements are very comprehensive and definite, while in others they are comparatively scant. In general, however, it may be said that what is required is a more or less detailed account of the receipts and disbursements of the organization during the previous fiscal period, a statement as to the city's, state's or other public disbursing body's public debt, estimates of the receipts and expenditures for the subsequent period and a general recommendation relative to the improvement of the state's fiscal system. In addition to these general provisions there are in almost every state or city certain other requirements. Without attempting to specify just in what states each one of these may be found they may be enumerated as follows: A full account of all claims audited; a full account of taxes received and collected, showing the amount yielded by each tax on account of the appropriations that were made for the previous period; the amount expended and the balance in the treasury; a statement of the separate funds of the city or state; and a statement of the accounts of the state with the several counties.

A Backward and a Forward Look.

There are a variety of things which the budget as submitted by the executives of the appropriating body ought to show. It ought, first, to give a complete picture of the operations of the fiscal system during the previous period. The workings of the various revenue measures ought to be explained and the returns from each carefully and clearly shown. On the side of expenditures, the amount expended by the various departments of the government and for the general purposes under each ought to be clearly set forth, together with the appropriations that were provided for such purposes, and the manner in which these funds apply.

But even more important than this account of the actual workings of the system are the estimate of the receipts and expenditures for the coming fiscal period and the recommendations that are made to improve the fiscal system so that it may more sufficiently supply the revenues that are needed. It is here that the financial officer must show himself at his best. Clearness, universality and sincerity are the highest qualities that these estimates must possess. Do the budgets as reported by the responsible fiscal officer in the city, state and other bodies meet these several requirements? It is, perhaps, unnecessary to say that they do not, and in view of the confused legal provisions referred to above, this is not to be wondered at.

Some Common Shortcomings of Financial Reports.

In the first place, we cannot get a clear picture of the fiscal operations of the state or city or school district for the period for which the report is meant to cover. It is found that occasionally individual officers will discuss more or less at length the workings of the revenue law, but where so much depends necessarily

NOTE—The above suggestive paper constituted the basis of an important discussion at the third annual convention of School Board Accounting Officers, Memphis, Tenn., May, 20.

upon the personality of the individual himself, it is to be expected that unless custom and tradition have enforced certain principles in this particular, there will be considerable variation in the reports of the various officers as one succeeds another.

As a matter of fact, this variation is characteristic. The report of one officer one year may contain a clear and illuminating discussion of the workings of the revenue laws, but in the very next year his successor may touch upon the subject in only a cursory way. In some reports there is no discussion of this kind whatsoever, the officer responsible simply introducing it with a few lines to the effect that the reports are introduced in accordance with the requirements of the rule or law.

Also, the general tables, which should show clearly the operations of the fiscal system during the preceding period, are seldom found in such a shape that they give an accurate idea of such operations. There is no grouping of any adequate way of the parts of the report that are really related to the budget and the parts that have no such relation.

Great difficulty is encountered in trying to find out something about the finances of cities, states and other public bodies disbursing public funds, from their financial reports. In very few of them has anything important taken place in recent years from a perusal of their reports. The same system of accounting and the same loose practices still remain and naturally the same confusion results. The estimates also are unsatisfactory. They too differ in character, not only as between the reports of the various cities, states, etc., but also as between those of the successive officers making the budgets. In some cases they cover but half a page and give simply the general heads of expenditures for the total amount required. In other cases more attempts at particularization are made and the amounts required for the various operations are given more in detail. In most cases the estimates of revenue are on a net basis, while both estimates and revenues are estimated as a rule in round numbers—a fact which seems to indicate that what is aimed at is simply particularization, not accuracy.

Faulty Methods of Preparing Estimates.

In the preparation of these estimates various means of arriving at the amounts submitted are employed. When speaking of this in connection with other governments we usually refer to the "principle employed in the determination of the estimates;" but here we can speak of principles only by courtesy, because, so far as can be determined, the practice in our states is characterized by a lack, rather than by the employment, of any principle. In some cases the estimates are little more than guesses. In other cases the officers responsible for the estimates simply communicate with the other officers, heads of departments, etc., obtain their estimates and include them in their own without change. In few cases they do not consult these officers, etc., in person and, in still other cases, the practice is simply to take the appropriations that have been made for one period and make them the basis for estimates for a subsequent period. At no time have the estimates been found in such form that they could be considered complete and satisfactory basis for a budgetary legislation for the period for which they were intended.

Recommendations for the improvement of the fiscal system are found in some of the reports, but are entirely wanting in others. Where they are found, they are sometimes comprehensive and clear, but it is probably fair to say that more often they are in a form of general suggestions. This general criticism would, however, not hold against the recommendations that

are made to cure administrative defects in the existing laws. These usually seem very definite and to the point. The chief criticism, however, that must be brought against the reports from this point is one that applies not to the recommendations that are made, but rather to the practice of so many of the fiscal officers of neglecting to make any recommendation whatsoever.

A Deplorable Lack of Authority.

It must be remembered that the officer supposedly in charge of the finances of these organizations has in reality no authority or control over the estimates of the various officers, departments, etc. Placed as he is in a supervisory capacity over the treasury, observing all the funds go and for what purpose, understanding better than the appropriating body the workings of the revenue laws, because he has to enforce them, while the lawmakers do no more than their name implies, he better than anyone else is in a position to say what additional strain the treasury can stand, or in what particular it will have to be reinforced. Better than anyone else, he is able to judge of the soundness and weight of argument of the officers or heads of departments wanting an increase in appropriations. He may be as careful as he can about his estimates; he may compute them as honestly and sincerely as the severest critic could demand, yet all his labor will be of little avail. All the other officers know is, if they want an increase in appropriation, it will not serve their purpose to consult the finance officer in the matter. They know that what he recommends does not count for very much, and in the same way the auditor or whoever is the responsible officer for the estimates is well aware of the fact and that no matter how much care he may devote to his estimates it is more than likely his figures will be disregarded. Nowhere in the cities, states and other public bodies does the auditor or comptroller exercise real control over the estimates and nowhere do the heads of departments have to come to him for any increases that may be desired. The legislative determination is always independent and final and it is to the legislative body rather than to the finance officer that those seeking appropriations go.

Budgetary Segregation Needed.

It is frequently contended by administrative heads that a policy of minute budgetary segregation binds too strictly administrative discretion long in advance of the time when it must be exercised in the actual performance of the work. Department heads often prefer to receive funds with the least possible restrictions in order that they may accommodate their expenditures to changes of plans and conditions.

The only legitimate justification for lump sums to the department heads would be that they permit more efficient and economical performance of the work. Where it is possible, however, to obtain transfers from one authorization to another in response to changes in working conditions after authorizations are made, practically all of the merit of this claim disappears. Department heads, to administer their affairs wisely, must plan with some degree of particularity in regard to the kind and amount of work to be done in each functional division as is required of them when they submit functionalized and segregated estimates of expenditures, and as is directed of them when they are charged with administering the departments under a segregated budget. When this segregation is a matter of legislative direction instead of administrative discretion, it prevents irresponsible changes in work programs by department heads without the concurrence of other parties involved in the agreement, name-

ly, the public and the appropriating body. If any loss occurs because departments are held rigidly to specific appropriations it is more than offset by the gain resulting from the necessity, first of making a definite plan of work in advance of expenditure, and, second, of having to adhere to this plan once it is determined and agreed upon.

Itemizing Minor Details.

Modern budget-making practice goes beyond segregation by function. It includes the separation or itemization of the appropriation for a function to indicate and control the amounts to be spent for different kinds of services or materials which are to be utilized in discharging the function. The majority of municipal and school-board functions are discharged thru the direct employment of individuals and the consumption of supplies. For example, when a request is made for an allowance to conduct a hospital as a specific function of a health department, the amount of the request is arrived at by totaling up the different elements of expenditure involved in hospital administration. A certain amount will be requested for salaries and wages and these in turn will be subdivided into salaries of other employees. Another element of the total will be the allowance for supplies and this again will be divided into various kinds of supplies. Other expenditures will include telephone service, repairs to plant, betterments and replacements, if these are provided for out of current funds, materials for the use of labor employed in the upkeep of hospital buildings, and a number of other things or services to be utilized in conducting and maintaining the hospital. To what extent should these items be embodied in separate appropriations? The degree to which itemization is desirable in budget making is governed by two considerations: First, information necessary to an understanding by all parties concerned and the meeting of their minds regarding the use and purpose of proposed expenditures; and, second, the exercise of control thru mandate and prohibition over the use of funds which direct that they shall be used for certain purposes and not for others. It has been common to check in this way the use of funds for the payment of personal services, because padded payrolls have been a continuing source of municipal waste. So extensive has this waste been that governments, in itemizing budgets, have given first attention to controlling the use of salary funds by attaching to salary appropriations lists or schedules of employees with the amounts of their salaries, or by making specific appropriations for each employee.

The Budget and the Citizen.

The practice of itemizing budget appropriations by objects of expenditure is of no special value in exercising control over amounts of work to be done or the cost per unit of service, but incidentally it facilitates the preparation of summaries showing the manner in which budget funds are to be expended.

Thru the instrumentality of the budget, much can be done in the way of developing an intelligent citizenship and citizen co-operation with appropriating bodies. An effective means of bringing about this co-operation is to make the budget comprehensible and interesting to citizens thru an exhibit which graphically presents the service program and illustrates organization and work methods.

After the budget is made it stands merely as an order or authorization with no power of self enforcement. To be carried out it must be effectively administered. Power to appropriate generally carries with it power to impose conditions under which funds appropriated may be based. Where this power exists it may be

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THE SAINT PAUL MEETING

AN EXPRESSION OF CONSERVATIVE PROGRESSIVISM

William C. Bruce

That all progress in education must be measured and remeasured in the light of original principles and of both recent and remotely extended experience, and that these comparisons are valuable in demonstrating the true value of present practices was evidenced by the National Education Association at its fifty-second annual convention at Saint Paul.

The educational faddists and the revolutionary promoters of "new ideas" were rapped on the knuckles quite freely and frequently. All thru the sessions there was a delightful note of common sense and a very marked inclination to weigh and measure the proposals of enthusiasts on the scale of fundamental principles and well tried methods.

If any other remarkable features of the convention are to be mentioned, the great interest in the departments, the unanimity in selecting officers and discharging association business, substantial progress in the work of committees, the growth of womens work in public and educational affairs, and the better understanding among all the several factors combining for Industrial Education, will perhaps be agreed upon by the largest number of visitors as of the most far-reaching influence.

Altogether the convention was delightful in every regard. St. Paul is nearly an ideal city for convention purposes by reason of its accessibility, its ample hotel and meeting facilities. The hospitality which it extended thru its municipal and school authorities was genuine, but unobtrusive. Every possible preparation had been made for the convention and the visitors were made to feel at home from the moment when they alighted in the dingy makeshift Union Depot, where friendly local schoolmen and bright-faced boy scouts welcomed and assisted them.

2. The Program.

It is to be regretted that the space available for this report will not permit extended discussion of the individual papers read at the general and section meetings. President Swain did not, as some of his predecessors have done, select a general topic to run thru the entire convention. He did, however, divide his six sessions evenly between a restatement of older educational principles and a discussion of the newest problems. The general sessions lacked a "great keynote" paper which might be singled out as towering the rest in importance or probable future influence. If any criticism is to be made it is that the timely demand which was made by several speakers for religion and morals in education was followed by the denial of the logical and inevitable demand also for teaching or permitting the teaching of a positive body

of religious truths. The average man will hardly understand how religious feeling can be fostered except thru the presentation of religious truths.

President Swain's Address.

The most directly pertinent and helpful section of President Swain's opening address was his plea for making the teacher more influential and more efficient, by raising his calling to the dignity of a profession. He said in part:

It will always be true that the man or woman who makes teaching a life work, must abandon all idea of accumulating wealth in dollars and cents. The teacher must find his or her wealth in the ability to serve. But at present we have no profession of teaching in any proper sense. The average teacher teaches a few years as a stepping stone to something else for the very good and simple reason that it is only in exceptional cases that one can live a normal life, raise a family, and lay away enough for old age, and devote his life to teaching.

This is relatively unimportant from the standpoint of the teachers as individuals, because they can do in the future as they have done in the past,—go into some other profession or business. But it means everything from the standpoint of our civilization. There are many things which must be done before teaching can be a profession.

The teacher must be paid a living wage. Salaries of teachers have not kept pace with increased prices, with the demands for training, in knowledge and culture, with the social requirements in the community, in the demands for attendance at summer schools, in needs for the purchase of professional and other literature, and in travel and recreation.

Our states should provide a system of retiring allowances by which the teacher may live in modest comfort in old age. The good effect on the school resulting from the teacher's ability to work with a contented mind, without nervous anxiety about the necessities of life in old age, cannot be overestimated. The school demands of the teacher larger powers and larger experience than our present starvation system can possibly secure.

The teachers in our lower schools should have a sabbatical year's leave of absence for travel and study on at least half pay, as is now the custom in many of our universities and colleges. There is no expenditure of money that brings more return to a school than the sabbatical leave of absence of one or more teachers from the school each year. Such a teacher returns with a new birth, and brings a new enthusiasm and vision not only to her own work, but to the work as well of the other teachers in the school. Incidentally it brings new hope and aspiration to the younger teachers in looking forward to the opportunity which in turn will come to them.

Lastly, as the great body of our teachers are women, there are things which should be done especially for them. More positions as superintendents, principals, and on boards of control should be open to women. The best person for each position should be chosen regardless of sex. There should be equal pay for equivalent services, subject, of course, to the law of supply and demand. Our young American citizenship should be trained by American citizens, and all

teachers should have the rights and duties of citizenship. It is to me a self-evident truth, therefore, that all the teachers, both men and women, should have the power and duties of the ballot. No other one reform in my opinion would do more for the schools and increase the influence and dignity of the teacher.

Women's Meetings.

The second and third general sessions were essentially "women's meetings." Lois K. Mathews of the University of Wisconsin spoke of the training of women for social responsibilities by directly teaching, in the colleges, the need of social service and by developing a sense of social responsibility. Miss Margaret Haley repeated in her own vitriolic style her arguments for better teachers' salaries, criticising the Association, flaying school boards for their negligence and ridiculing her professional sisters for their rabbit-like timidity. Miss Grace Strachan argued languidly for equal salaries for both sexes on a uniform basis of position and efficiency.

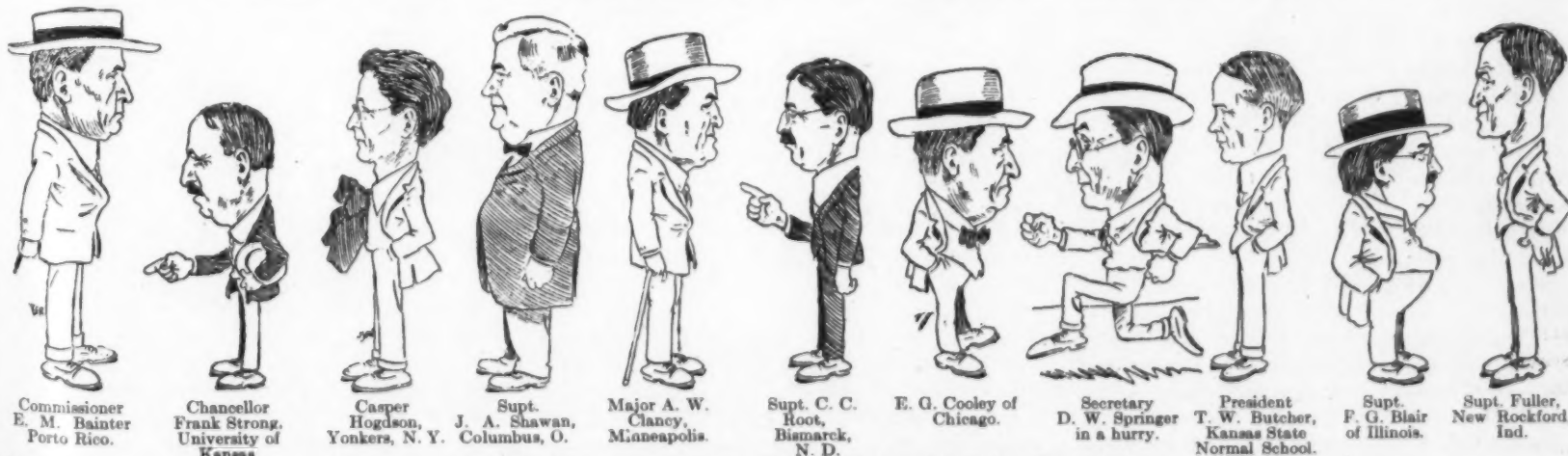
President Alexander Meiklejohn of Amherst, was the "star" speaker—if this term may be applied—of the strongest of the general sessions. His explanation of the function of the Liberal College, its place in a complete system of education and its vocational as well as general educational efficiency was masterful and convincing.

Two papers read at the last session are worthy of wide study. The first of these is the plea of President John W. Cook of DeKalb, Ill., for professionally prepared teachers without whom no true progress can be made. President L. D. Harvey spoke eloquently of the pitiable condition of the children who leave school at the fifth, sixth and seventh grade without a complete foundation in the three R's and without hope of acquiring any marketable knowledge or industrial skill.

The Council.

The meeting of the Council of Education was unusually strong in the presentation of administrative problems relating to the improvement of rural schools, the strengthening of the superintendency, the harmonizing of cultural and vocational education and the economy of time in education. Arthur H. Chamberlain of California made a strong plea for the substitution of the county for the district unit in country schools, and a change in the method of electing superintendents. His paper will be found in full on another page of this issue.

The need of a more efficient standard for the superintendency, and of better methods of supervision which shall result in more scientific programs of study, exact measurement of teaching results and a higher educational standard



Some of the Educators at St. Paul as Cartoonist Paine Saw Them.

J. M. Greenwood,
Kansas City.President Swain in
a characteristic attitude.Miss Margaret Haley,
Chicago.Miss Grace C. Strachan,
New York City.Supt. T. A. Mott,
New Bedford, Ind.Supt. N. M. Graham,
South Omaha, Neb.Supt. C. E. Chadsey,
Detroit, Mich.

formed the subject matter of an address by Supt. John W. Carr of Bayonne, N. J. As a result of the paper and of the succeeding discussions the president of the Council was directed to appoint a committee to make a general study of the problems of efficient superintendence.

Supt. L. E. Wolfe pointed to the failure of the schools to accomplish their purpose because of administrative deficiencies relating to the uniform selection and promotion of teachers on merit, the lack of helpful, constructive critical supervision in the classroom, the lack of summer schools, the want of broader courses made possible by removing the one-book course of study and the neglect to teach thrift.

American Credulity.

In his president's address, Dr. Robert J. Ale of Maine, discussed the credulity of the American people:

"An almost fundamental difficulty in all governmental and administrative affairs in this country is the credulity of the people. Careful and competent European critics regard American credulity as one of our great weaknesses.

"It is certainly true that many of our troubles, whether in the little neighborhood, the school, the church, the municipality, the state or the nation, are traceable to our willingness to believe without proper evidence practically everything we hear. The school, from the nature and the age of those coming under its influence, is in a better position than any other institution to destroy credulity and replace it by faith based on real evidence. This has not been generally done.

"The great majority of people, however, decide and act long before they have any adequate basis for doing either."

"No good method has yet been devised to counteract this almost universal tendency to believe without evidence. The determination of principles and methods that could be used in reducing credulity is a worthy job for the best among us."

Besides the problem of credulity President Ale presented three others: How may the secondary school give more definiteness of purpose and train for greater concentration? How may faith in law be increased? and How may individual perspective be improved?

The keynote paper of the last session was that of Supt. H. B. Wilson of Topeka, who has been the leader of the Council's committee for economy of time in education. Mr. Wilson wants a reorganization of the schools according to the six-three-and-three-plan and a careful readjustment of studies which shall eliminate all non-essentials.

The sessions of the Council formed the strongest summer meeting which has been held by the members in four or five years. It reflected Mr. Ale's ability as a program maker and demonstrated the value and necessity of the summer sessions. If the feelings of a number of members of the council indicate the general sentiment of the council it is likely that the winter sessions will not be continued many years. Some of the men, in common with members of the

College and Normal School Departments, are finding the present plan of semi-annual gatherings purposeless and resultless.

The Departments.

When it is said that there were 81 separate departmental and special meetings in addition to the general and council sessions it will be understood why no report can cover even a fraction of what was said and done at the St. Paul convention.

The Department of Manual Training and Art Education which met eight times threshed out every conceivable phase of vocational education, are instruction, household economics and manual training. If the department did any constructive work, and its members were enthusiastic in their comments, it was in the acceptance of a tentative nomenclature for vocational education which shall be the basis for working out ultimately complete scientific definitions of the various terms now used loosely and with widely differing meanings. The sessions brought into sharp conflict the eastern and middle western leaders and will undoubtedly help to clarify a sore situation which has existed during a year or more. The idea that results and methods, rather than controlling purposes, should be taken into account in determining the character of industrial education was vigorously argued.

"Sex hygiene should be taught in the homes. It should not be brought into the schools." This in a symposium on sex hygiene before the physical education department. The speakers were heatedly against any attempt to bring the discussion and study of sex into elementary and high schools.

"Knowledge is not a protection against sex dangers, but is only of advantage when the child or person gets the right viewpoint of these matters. The viewpoint, according to the educators, can best be obtained at home. On parents is thus put the full responsibility for the wrongs of the child which may come thru its unacquaintance with sex truths.

Committee Reports.

The committee reports presented at St. Paul were largely confined to statements of progress rather than final findings and recommendations. The Commission on the Re-organization of Secondary Education brought the findings of its committees rather prominently before the members in the form of statements of principles which should guide school authorities in revising courses of study in modern languages, music, agriculture, English, manual training and household arts. The manual training report was the cause of a hot debate between advocates of vocational education, who apparently failed to understand the viewpoint of the committee, and supporters of manual training as it is offered in the Middle West. The latter vigorously upheld the pre-vocational value of shop-work and urged the re-direction of present courses with the industrial efficiency of students in view.

The Annual Meeting.

The politics of the association were mild and harmless as compared to the graceless intrigues which have been evident in some recent years. The expressions, "insurgent" and "old guard" were not heard in the headquarters hotel and while rumors of all sorts flew about the greatest amount of campaigning was done by the newspaper men in their daily reports.

A feature of the "politics" of the meeting was the campaign of Mr. David B. Johnson of Rock Hill, S. C., for the presidency. Mr. Johnson's friends were among the first on the ground and brought with them the united support of the entire Southern states as well as assurances of the votes of a large number of Eastern and Northern states. Mr. Johnson had the presidency "in his pocket," as one delegate said, until Tuesday, when he suddenly withdrew and asked his friends to vote for David Starr Jordan. Three or four other persons were mentioned more or less, but no one gave their "boosters" any serious attention.

The suggestion that David Starr Jordan of California be made president received the heartiest support of the big educators at the convention. They agreed with Mr. Jordan's California friends that the next head of the association should be a man of international reputation as a scholar and as an educator inasmuch as the convention of 1915 would likely go to Oakland and would be an International Congress of Education. Mr. Johnson saw the wisdom of this argument as soon as it was presented to him and gracefully withdrew.

When the time for the annual business meeting came there was actually no matter of moment upon which the active members of the association might differ. With the exception of some slight sparring on the part of members of some of the committees who felt that they should receive more funds for their work, the annual meeting passed off cheerfully. Secretary Springer wisely forestalled all possibility of unfair control by any particular clique and no attempt at unfair methods was made. The sums voted for committees include \$1,000 for a study of salaries, \$500 for the committee on health, \$500 for the committee on vocational education and vocational guidance, \$500 for the committee on rural schools, \$400 for the committee on the re-organization of secondary education, \$100 for each of the three committees on Standards and Tests, Physics and Agricultural Education.

The choice of Oakland for the meeting in 1915, which is to be an international congress, the election of officers and the report of the committee on resolutions were adopted unanimously and without acrimonious debate.

The report of the trustees evidenced the wise administration of the trust funds of the association. The permanent fund now is \$185,102.50, not including \$2,897.50 awaiting investment. The small registration at Salt Lake City a year

ago caused a deficit exceeding two thousand dollars, for the fiscal year just closed, but this was easily covered by the returns from the trust fund. Secretary Springer collected nearly \$16,000 in "advance" and "active" memberships at St. Paul. This together with an income of at least \$12,000 from "active" dues, to be collected before October first, will assure a total income of nearly \$30,000 which will be ample for all needs of the association.

Management of the Convention.

The convention was splendidly managed and too much praise cannot be given the officers and the local committees. President Swain was delightful as a presiding officer and chief representative of the visiting teachers. Secretary Springer was "on the job" every moment of the time, always cheerful, helpful and obliging.

The local committee did its work in a manner that evidenced the presence of experienced convention managers. The beautiful City Auditorium, located just two blocks from the St. Paul Hotel was ideal for the general sessions and the smaller halls were always adequate for the sections. The local committee had evidently gauged the size of the convention accurately and the entertainments provided were simple, but inexpensive. There were no difficulties in the accommodation of teachers and the railroads easily handled the crowds.

The Next Meeting.

Prominent figures about the lobby of the St. Paul Hotel were James A. Barr, manager of Congresses for the Panama-Pacific Exposition and Arthur H. Chamberlain of the California Teachers' Association. Thru the vigorous "boosting" of these men, much enthusiasm was aroused at the convention for making the next meeting an International Congress of Education. The Exposition, which is to have a special education and sociology building, was glowingly described for the opportunities which it will afford for the advancement of educational thought.

The Attendance.

The attendance at the convention ranged between five and six thousand and the registration, which included the advance memberships from Minnesota, Iowa, the Dakotas and Wisconsin, exceeded 8,400. The big men in American education were present in large numbers. Eight former presidents were in attendance: John W. Cook, J. M. Greenwood, N. C. Schaeffer, E. G. Cooley, L. D. Harvey, J. Y. Joyner, C. G. Pearce and E. T. Fairchild. Among the notable absentees may be mentioned Frank B. Dyer, N. M. Butler, W. H. Maxwell, Ella F. Young, M. G. Brumbaugh, E. E. Brown, C. N. Kendall, Irwin Shepard, D. H. Christensen.

The Officers.

The officers elected at the meeting include:
President—David Starr Jordan, Stanford University, Cal.
First Vice-President—Joseph Swain, Swarthmore College, Swarthmore, Pa.
Vice-Presidents—Grace C. Strachan, New York City; Isabel Williams, St. Paul; Walter R. Siders, Pocatello, Idaho; Mrs. Helen Hefferan, Illinois; J. W. Brister, Tennessee; R. C. Stearns, Virginia; Mrs. Josephine Preston, Washington; J. G. Collicott, Indiana; Mrs. Cora G. Lewis, Kansas and F. L. Cook, South Dakota.
Treasurer—Grace M. Shepherd, Boise, Ida.
State Directors—J. H. Phillips, Alabama; C. O. Case, Arizona; George B. Cook, Arkansas; A. H. Chamberlain, California; Anna L. Force, Colorado; E. L. Thurston, District of Columbia; W. N. Sheats, Florida; G. L. Carver, Georgia; W. R. Siders, Idaho; W. H. Campbell, Illinois; Milo H. Stuart, Indiana; E. C. Bishop, Iowa; John MacDonald, Kansas; J. G. Crabbe, Kentucky; T. H. Harris, Louisiana; Robert J. Aley, Maine; Robert J. Fuller, Massachusetts; C. J. Koch, Maryland; E. E. Scribner, Michigan; Agnes Doherty, Minnesota; E. E. Bass, Mississippi; W. P. Evans, Missouri; J. U. Williams, Montana; Fred M. Hunter, Nebraska; Katherine M. Cook, Nevada; Henry C. Morrison, New Hampshire; M. P. E. Groszmann, New Jersey; Alvin N. White, New Mexico; Thomas Finnegan, New York; F. M. Harper, North Carolina; C. C. Root, North Dakota; J. A. Shawan, Ohio; Edwin S. Monroe, Oklahoma; Grace De Graff, Oregon; J. G. Pentz, Pennsylvania; I. O. Winslow, Rhode Island; D. B. Johnson, South Carolina; Oliver O. Young, South Dakota; S. H. Thompson, Tennessee; C. E. Evans, Texas; A. C. Mathewson,

Utah; Guy Potter Benton, Vermont; E. H. Russell, Virginia; Elmer I. Cave, Washington; M. P. Shawkey, West Virginia; Milton C. Potter Wisconsin; C. A. Dunniway, Wyoming; Frank L. Crone, Philippine Islands; Edward M. Bainter, Porto Rico; Willis T. Pope, Hawaii.

The Resolutions.

The resolutions presented by a committee headed by Dr. W. O. Thompson of the Ohio State University declare in part:

The Association views with great satisfaction the genuine progress being made in the cause of education as manifested in the wider public interest, the better equipment of school properties, the increased attention to the preparation of teachers, the wider range of study and inquiry, and the deepening interest on the part of teachers in the welfare of children and in the society for which the children are prepared.

A most cordial invitation is extended to all interested in the cause of public education to investigate the work of the schools, and to present constructive criticism both of methods and results. A destructive criticism from irresponsible sources can never build a system of education.

The Association believes it represents the common judgment of the teachers of the country in declaring that all official investigations of public education should be made thru the properly constituted authorities responsible to the people, and that the United States Bureau of Education is the logical and natural agency thru which the people should provide for such investigation. Where private agencies or foundations are utilized for such purposes they should be held directly responsible to the regularly established authorities in charge of public education for their methods of procedure and reports.

The Association views with satisfaction the attitude of the public toward the progress in the simplification of our spelling as shown by the action of Educational Institutions in adopting the forms in use by the National Education Association.

There are certain important conditions in the Nation's system of schools requiring repeated emphasis. Concerning the physical provision for schools the Association renews its oft repeated statement in favor of safety, sanitation and proper provision for heat, light and ventilation in all schools; and directs attention to the importance of competent professional advice, and endorses legislation safeguarding the plans, con-

(Continued on Page 62)



THE OPENING SESSION OF THE CONVENTION OF THE NATIONAL EDUCATION ASSOCIATION, ST. PAUL AUDITORIUM, ST. PAUL, MINN., JULY 6, 1914.



School Accounting and Costs

August Hiller, C. P. A., Chief Accountant and Statistician
of the Board of Education, Pittsburgh, Pa.



It is an axiom in Accounting that a system should meet the requirements of and conditions existing in the specific business for which it is designed. It follows, then, that it is very difficult to formulate a uniform system of accounting applicable to all businesses even of similar character. The prime purposes of such uniformity are:

1. To afford comparisons in like terms of one year's results with previous years, as a whole or by accounts.

2. To compare the cost of conducting one plant with another in the same district during the same period or with previous periods, or the same plant during different periods.

3. To compare costs in one community with those of another by acceptable standard units.

Such comparisons presuppose a fundamental axiom of mathematics that comparisons must be in like terms and under like conditions, otherwise they are worthless.

It logically follows that it is necessary to define the premises, namely, the accounts and even the proper charges to each account, in order to effect the results sought by uniform accounting methods.

It also follows that in order to make real comparisons of unit costs, it is necessary to make them in like form, which necessitates defining and adopting the premises, i. e., the divisor and the dividend. The resultant, the quotient, is bound to be correct if the other two factors are accurate.

General Principles Applicable to All.

In the business of education, broadly speaking, there are certain principles of conducting schools applicable to all cities. In the detailed methods and conditions of administration, taxation, financing, instruction, operation, maintenance and construction, there are vast differences among them, because the requirements of, and the conditions existing in, the various cities are not alike in the details but only in broad, general principles.

At the last convention of the National Association of School Accounting Officers, these self-evident truths were taken into consideration in adopting only the fundamental, principal divisions of expenditures applicable to every community in the United States, namely:

1. Instruction (educational cost—instruction).
2. Educational Materials and Supplies (educational cost—physical).
3. Plant (capital cost—physical):
Site.
Building.
Equipment.
4. Maintenance of Plant (maintenance—physical).
5. Operation of Plant (operation—physical).

NOTE—This paper was read at the Third Annual Convention of the National Association of School Accounting Officers, Memphis, Tenn., May 20, 1914.

6. Administration (administration—physical, and educational cost—professional control).

Instruction, Salaries and Educational Material and Supplies represent the dividends to be used in figuring unit cost. All accountants will agree, I believe, that these accounts are practical, applicable to all conditions and communities, large or small, and are therefore conclusive and final.

The question arises, however, as to the proper sub-divisions of these principal accounts and the many, and, at times, complicated individual items chargeable to each. I shall treat of this matter more fully later.

"Average Attendance" Basis.

The divisor adopted at the last Convention was "average attendance," the basis used by the United States Bureau of the Census. As some of you may not have attended the last Convention or read the Report, I will quote the paragraph, pages 16 and 17, giving the reasons for this adoption:

"In the process of determining costs of the ordinary and regular activities the most useful factor of measurement is that of average attendance. This is caused by the reason that, as nearly as may be, it represents solid service and shows the cost of instruction as applied to one person for a full school period. Practically, scientifically and logically it is the only factor which can be universally employed for the purpose of determining per capita costs. All other units of measurement indicate exaggerated conditions, or are so variable as to produce only approximate results. For instance, "register" may indicate a maximum number of children to be provided for, but for purposes of determining per capita costs it is inexact, for the reason that it is an over-statement of service performed. The attendance of those on register is variable, consequently register, as a factor, would produce a unit cost much less than the true or scientific figure. Probably the most exact method of establishing costs and cost relationships, is to reduce school service to an attendance-per-hour basis which is a refinement of the average attendance basis. While local purposes may be sufficiently subserved by production of annual per capita costs on the basis of the average attendance, yet for purposes of comparison with similar activities in other school systems, if in such other systems the school service varies in volume, as is frequently the case, the computation is faulty. An inspection of the United States reports shows that the number of school sessions (that is, opportunities for the attendance of pupils) varies considerably in different school systems, so that what may represent full service in one may represent only partial service in another. Unless methods are standardized and results equalized, comparison is futile. Of what use is the comparison of per capita costs of the evening schools of one city with those of another city,

when the number of hours in one course is half again as long as in the other? Visions of extravagance in one case, or of parsimony in the other, are beheld, yet the two costs may be substantially the same when equalized on the basis of hourly service rendered. It is understandable that there might be a legitimate reason and a justifiable demand for a long course in one locality, while such a condition might not be admissible in another. Notwithstanding, comparative statistics which do not take into account these inequalities, are frequently shown. Local pride in educational matters may be falsely awakened or wrongly dampened by reference to such a showing, which, altho imperfect, bears upon its face the appearance of truth. Is not this condition of itself a plea for the exposition of truth, and nothing less than the whole truth? Unless statistics tell the truth in the same way, can they be of any practical value? Standardization is, of course, the panacea."

The Need of Standardization.

Having now defined the general premises of dividend and divisor, and agreeing that the quotient is merely a matter of accurate division, let us further consider the sub-division of the principal accounts composing the dividend. It has already been stated that comparisons must be in like terms and under similar conditions to be of any value. Herein lies the great difficulty. Various plants do not operate under the same conditions of instruction, administration, operation, maintenance, materials and supplies used for educational purposes, and there are vast differences in types of construction, size and cost of plants. If this is true of the comparisons of conditions in one community, it is likewise true in comparisons with other communities. But we must bear in mind that what we are bound to find is variations in costs, as a rule, and not as an exception. We are comparing costs, not conditions, and in order to ascertain the reasons for the variations we must study the respective conditions reflected by the variations in costs, just as in statistics of efficiency, the "constant" represents the ideal 100 per cent whereas the variable represents the relative proportion of efficiency attained in practice. Just as it is impossible to maintain 100 per cent efficiency under all conditions, so will it be impossible to maintain a level "constant" cost per unit in the same plant, or in all plants, or in all cities.

The problem, therefore, becomes one of standardization of accounts for the purpose of comparing variables and of ascertaining the cause of these variations. Dr. J. Howard Hutchinson, of the Bureau of Municipal Research, in his recently published book on "School Costs and School Accounting," states at the conclusion that the purposes of standard accounting are:

- "1. Original records for all financial transactions within the school system.

"2. The accurate accounting for all school property and other assets of the City's schools.

"3. The accurate accounting for all funds appropriated for school purposes.

"4. The accurate determination of costs for all forms of education, for each kind of school, for each character of expense, and for each object of expense.

"5. True comparisons of costs within the school system for the same periods and with previous similar periods.

"6. The detection of efficiency and inefficiency of service rendered.

"7. When a sufficient number of cities make use of the system, the determination of standard unit costs for education,—

"That is, such a system of accounting will record continually, completely and accurately all the data necessary both to show with fullness and exactness and at all times the condition of the city's school finances and also to prove the faithfulness or unfaithfulness and the efficiency or inefficiency of public officials entrusted by the municipality with property, funds and powers for the education of its children."

The Pittsburgh Classifications.

Care should, therefore, be exercised in comparing unit costs, based as they are on the quantity of service rendered, that the quality of the service is stated in the reports of the superintendent and department heads. An increased cost per unit does not necessarily accompany an increased quality or quantity of service rendered, as the increased total cost of such service may be less in proportion than the increased number of pupils served.

Based on the standard accounts adopted at the last Convention of the Association of School Accounting Officers and the sub-divisions of the same as outlined by the Bureau of the Census, Pittsburgh has adopted a "Classification of Accounts" (effective January 1, 1913, or two months before the last Convention met, the only change required being to group the individual accounts under the divisions as stated previously). These accounts give all the necessary information for the Budget, Annual Reports for the United States, State and the Public, Monthly Financial Reports to the Board, and information to departmental superintendents and directors, suitable to local conditions.

The Classification, with sub-divisions and sub-accounts, for Expenditures is as follows:

(b) 1. Instruction (Educational Cost—Instruction.)

Principals' Salaries.
Clerks to Principals' Salaries.
Grade Teachers' Salaries.
Ungraded Teachers' Salaries.
Manual Training Teachers' Salaries.
Household Economy Teachers' Salaries.
Kindergarten Teachers' Salaries.
Art Teachers' Salaries.
Music Teachers' Salaries.
Physical Training and Athletic Teachers' Salaries.

Swimming Teachers' Salaries.
Lecturers' Salaries.
Librarians' Salaries.
The above accounts are chargeable to individual schools and classes of schools (where applicable) as follows:

Elementary Day Schools.
Secondary Day Schools.
Normal Day Schools.
Industrial (Vocational) Day Schools.
Vacation Day Schools.
Open-Air Day Schools.
Elementary Night Schools.
Secondary Night Schools.

(b) 2. Educational Materials, Supplies and Expenses.

(Educational Cost—Physical.)

Textbooks.
Schoolroom Supplies.
Other Supplies Used in Instruction.
Other Expenses of Instruction.
Manual Training Supplies.
Household Economy Supplies.

Kindergarten Supplies.

Art Supplies.

Music Supplies.

Physical Training and Athletic Supplies.

Swimming Pool Supplies.

Offices of Principals Supplies.

Libraries Supplies and Expenses.

Library Books.

Same groups of schools as "Instruction."

(f) 3. Plant (Capital Outlay—physical).

Land.

New Buildings.

Equipment of New Buildings.

Alterations of Buildings (Additions).

New Equipment of Old Buildings.

Special Equipment (New).

Administrative Equipment—General Offices.

Storeroom, Shops.

By Buildings Grouped by Classes of Schools where possible.

(d) 4. Maintenance of Plant (physical).

Repairs of Buildings, Upkeep of Grounds.

Repair and Replacement of Equipment.

Sub-Accounts—(A) Domestic Engineering.

A-1. Sanitary.

A-2. Heating.

A-3. Electrical.

B. General Equipment.

C. Movable Equipment.

Insurance.

These accounts are chargeable to individual school plants.

(c) 5. Operation of Plant (physical).

Wages of Janitors and Helpers.

Janitors' Supplies.

Fuel—Coal, Gas.

Water.

Light and Power—Gas, Electric.

Rent.

Other Expenses of Operation.

These accounts are chargeable to individual plants and by classes of schools where possible.

(a) 6. Administration.

Business Administration.

(Physical Control.)

Board of Education and Secretary's Office.

Finance Officers.

General Legal Services.

Operation and Maintenance of Office Building.

Offices in charge of Buildings—Office, Shops.

Offices in charge of Supplies—Offices, Storeroom.

Other Expenses of Business Control.

Educational Administration.

(Professional Control—Educational Cost.)

Offices of Superintendent of Schools and Associates.

Enforcement of Education and Truancy Laws and School Census.

General Promotion of Health.

Other Expenses of General Educational Control.

Salaries of Directors and Supervisors of Special Subjects.

Expenses of Clerks to Directors and Supervisors of Special Subjects.

Miscellaneous Expenses.

Tuition (payments to other School Districts).

Pensions.

Debt Service.

(Sinking Funds as Undernoted.)

Principal.

(a) Old Boards' Bonded Debt.

(b) Old Boards' Floating Debt.

(c) New Boards' Bonded Debt.

Interest.

(d) Interest, Old Boards' Bonded Debt.

(e) Interest, Old Boards' Floating Debt.

(f) Interest, New Boards' Bonded Debt.

(g) Bond Expenses.

NOTE—Old Boards' Floating Debt includes notes and mortgages, (i. e., Short Term Loans).

Contingent Reserve.

For Contingencies not provided for in Budget.

Tax and Tuition Refunds.

For purposes designated by title of account.

1912 Bond Fund.

Same sub-accounts as "Plant." This account merely separates temporarily, expenditures out of a recent bond issue until new land is purchased and buildings erected, after which such items are transferred to Capital Accounts.

Building Fund.

The purpose of this account is to set aside annually from the General Fund a sum out of which it is hoped in future new land may be purchased or buildings erected, the idea being, if possible, to avoid future bond issues for such purposes.

All of these accounts are sub-divided for the purpose of detailed information, as shown in the "Classification of Accounts" presented herewith, which was adopted Jan. 1, 1913, and since amended, as noted, but which was printed prior to the last Convention. The Accounts are not, therefore, arranged in the more logical order as stated before, but are classified by "Item," (i. e., Budget Appropriations) as follows:

- Item 1. Salaries.
- Item 2. Supplies and Expenses.
- Item 3. Capital Outlays.
- Item 4. Debt Service (Sinking Funds).
- Item 5. Contingent Fund.
- Item 6. Tax and Tuition Refunds.
- Item 7. 1912 Bond Fund.
- Item 8. Building Fund.

The Classification of Accounts.

It will be noted in the "Classification of Accounts" that an attempt has been made to define so far as possible the nature of the proper charges to each account, the definition of equipment, repairs and replacements, taking into consideration, of course, that a certain material may be used for different purposes, for instance, lumber may be used for repairs of buildings, repairs of equipment, or manual training supplies. In such cases, and they are not infrequent, the material or supply is charged to the account for the purpose of which it was used.

All requisitions on storeroom, shops and for direct purchase and delivery, state the purpose for which the goods or services are to be used and are marked with the account code number and initial. Bills are likewise marked, where goods are purchased direct for delivery, and have requisitions attached.

These distributions are checked in the Accounting Department, and any doubt is cleared by inquiry and correction, if necessary. Deliveries from the Storeroom and Shops are reported by schools (classified) and by accounts at the end of the month for totals of requisitions filled and delivered. For direct deliveries from creditors, distribution is made on the back of vouchers in Code Ciphers, and posted to proper accounts, or Storeroom or Shop, if purchased for latter. The General Ledger contains Controlling Accounts for the Storeroom and for the Shops. In the case of the Shop, separate reports are made, of course, for wages where our own repair men are employed.

Revenue Accounting.

We have now considered in a general way, without taking up detailed accounts and the "modus operandi," the accounts recording Ex-

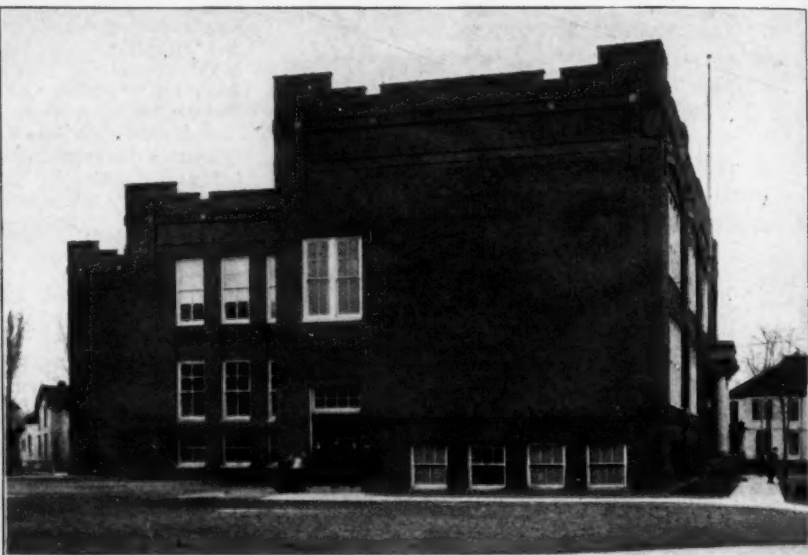
(Continued on Page 64)



MR. AUGUST HILLER,
Chief Accountant and Statistician, Board of Education,
Pittsburgh, Pa.



DETAIL, GERMANIA SCHOOL.



END AND REAR VIEW GERMANIA SCHOOL.

The Germania School, Saginaw, Mich.

An Experiment in Orientation

Dr. Andrew S. Draper, late Commissioner of Education of the state of New York, once declared that the people of the Middle Western section of the United States are slaves of the compass and that no considerations of utility or artistic grouping of buildings will overcome their inclination to place every house, factory and public structure so as to face squarely north, south, east or west. The truth of this statement will be appreciated by every architect and builder who has at any time endeavored to adjust the orientation of a proposed structure to its practical and aesthetic uses without exact reference to section lines and roads. It is refreshing, therefore, to find an example of a schoolhouse which is not only a model in its interior arrangement and exterior architectural design, but which also has been placed upon its site so as to obtain the best light in each classroom and to produce the most interesting and artistic effect with reference to its entire surroundings.

The new Germania school at Saginaw, Mich., is not placed squarely on the lot but, as the accompanying block-plan will show, has been set diagonally, so that all of the classrooms receive light from the northeast or the northwest.

Architect J. Frederick Beckbissinger, who designed the school, is a firm believer in the desirability of northeast and northwest light. He holds that a south exposure for classrooms is undesirable because of the continued heat, the intensity of the direct rays of the sun during the greater portion of the school day, and the necessity of adjusting and readjusting shades. East light is similarly unsatisfactory altho it is the most cheerful. Rooms to obtain east light must be seated so that the children face the south, looking for a time each morning into the direct sunlight. This is obviously bad for the eyes of the children and may be a factor in disturbing the work of the classes. West light is unsatisfactory because of the afternoon heat and the necessity of constantly adjusting shades as in the case of south light. North light is one of the best of the points of the compass and is by far the steadiest, the most reliable and the easiest for the eyes. It is the best for the quiet conduct of classes because there is no sun to disturb the children or the teacher and there is no necessity for raising or lowering shades. But north light has its disadvantages also in that it is cold and lacks the direct purifying rays of the sun.

Northeast and northwest light have all the advantages of direct north light and have in addition direct sunlight during a portion of the day sufficient for all health necessities. The east exposure is not such that the sunlight will injure the children by its glare because the sun is "off" the northeast side by nine o'clock, when the classes are assembled. Northwest light has similar advantages in that the direct rays of the sun do not get into the rooms until nearly four o'clock when classes are dismissed.

The building is designed in the shape of a huge letter "L" with a total width of 40 feet and a length of 124 feet on one side and 115 feet on the other, with a square part connecting the inner angle 40 by 40 feet.

The building is of semi-fireproof construction and is to all practical purposes panicproof. All of the exterior and interior bearing and dividing walls are of brick and all of the corridor floors, the stairways and the ceiling above the heating and fuel rooms are of concrete. The two main stairways, including the two front entrance stairs are of reinforced concrete and are enclosed in brick walls. The stairs have guard rails of reinforced concrete and are shut off from the corridors by metal doors glazed in wire glass. A glance at the floors will show that

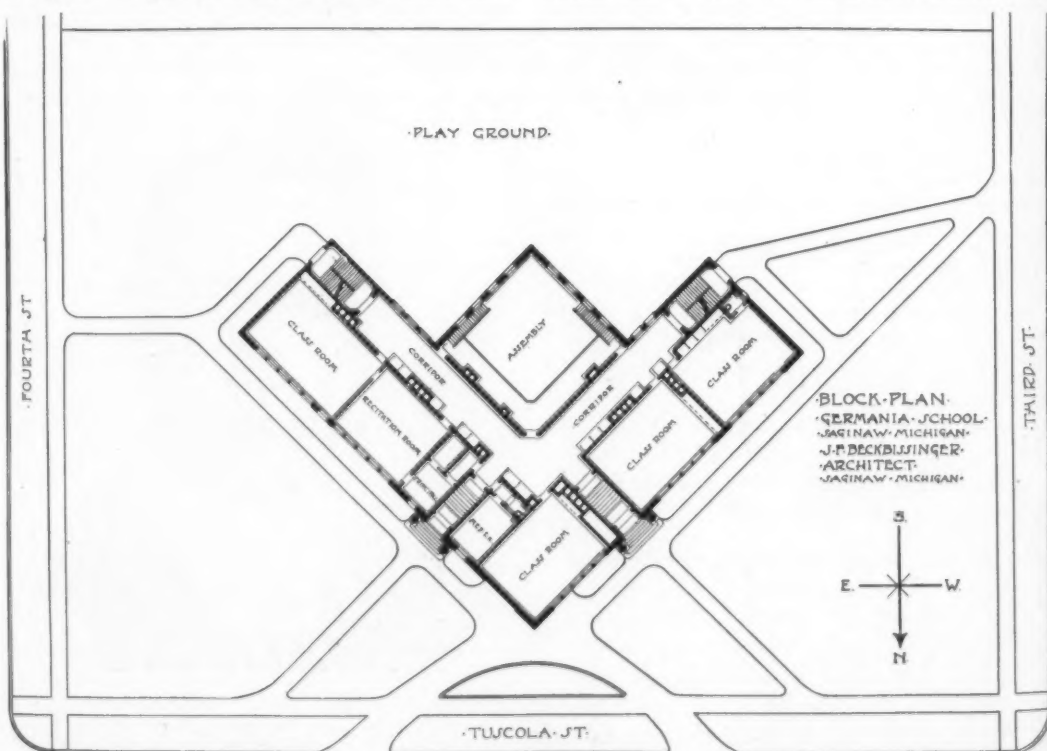
the arrangement makes possible the independent exit of the pupils on the second and first floors without conflict.

The exterior which belongs to no particular architectural period but which is designed after the so-called "Western School" of architecture, is finished in dark brown paving brick with raked joints of dark mortar and stone trimmings. The roof is flat and is covered with tar and gravel.

The basement contains a large room for manual training, space for the heating and ventilating apparatus, toilet rooms, a playroom for the girls and a large assembly room. The building has been placed on the lot in such a way that the last mentioned room is but a few feet below the surrounding site and is thoroly lighted and ventilated.

The first floor contains four standard classrooms, a large recitation room, a room for the medical examiner, an office for the principal and the upper portion of the assembly room. In place of the ordinary cloakrooms, sanitary wardrobes have been provided in the corridors by an ingenious arrangement. These wardrobes are thoroly ventilated as well as warmed.

The second floor contains six additional classrooms and a room for domestic science. The





GERMANIA SCHOOL, SAGINAW, MICH.
Mr. J. F. Beckbissinger, Architect, Saginaw, Mich.

latter is placed above the assembly room and contains not only a large kitchen but also a pantry and a model dining room. A small rest-room for the teachers and emergency toilets are also provided on the second floor.

The equipment and finish of the building are of the best and most substantial character for school use. All of the interior is of oak and the same wood has been employed in the pupils' and teachers' desks and other movable furniture. The floors are of concrete in the corridors, of asphalt in the basement and of polished maple in the classrooms. All of the ceilings are made fire-retarding by two-inch thicknesses of gypsum blocks secured to the joists over steel ceilings. The walls are of hard plaster and the stairways have asphalt and Mason safety treads.

The auditorium has a seating capacity of four hundred, including the galleries. It is fitted with a movable platform and collapsible seats, and is ordinarily used for gymnasium as well as assembly purposes for which a complement of Indian clubs, dumb bells and other gymnastic equipment is provided.

The heating and ventilation is provided by

means of five tubular blast furnaces equipped with an electrically driven fan.

The building has a total seating capacity of five hundred children and cost a total of \$50,000. This brings the unit cost to \$100 per pupil or eleven and one-half cents per cubic foot.

It is indeed difficult to find a building which has been so carefully designed and so thoroly adapted for the educational purposes to which it will be put. The physical aspects of school education and the hygienic and sanitary demands of modern city life have been met in every particular, making the building truly a model of the modern American schoolhouse. The architect was Mr. J. Frederick Beckbissinger of Saginaw, Mich.

A SCHEME FOR FINANCING NEW ORLEANS' BUILDING OPERATIONS.

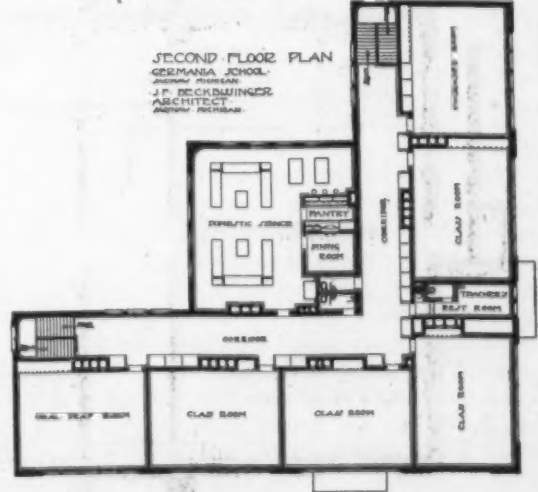
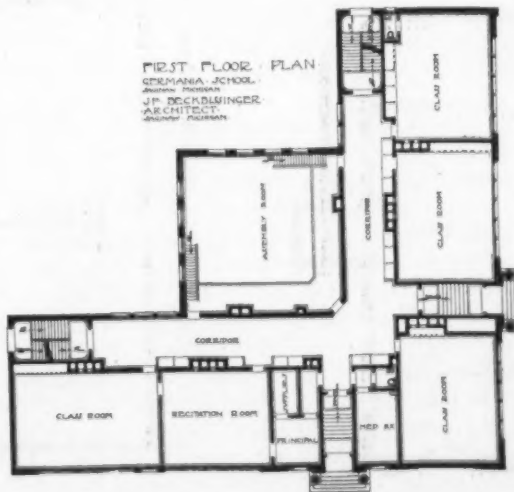
By a bill that has been introduced into the Louisiana Legislature and which as an excellent chance to pass a plan will be put into operation by which funds will be available for the immediate construction of a number of school buildings in New Orleans and the construction of a number of annexes to those schools which need them.

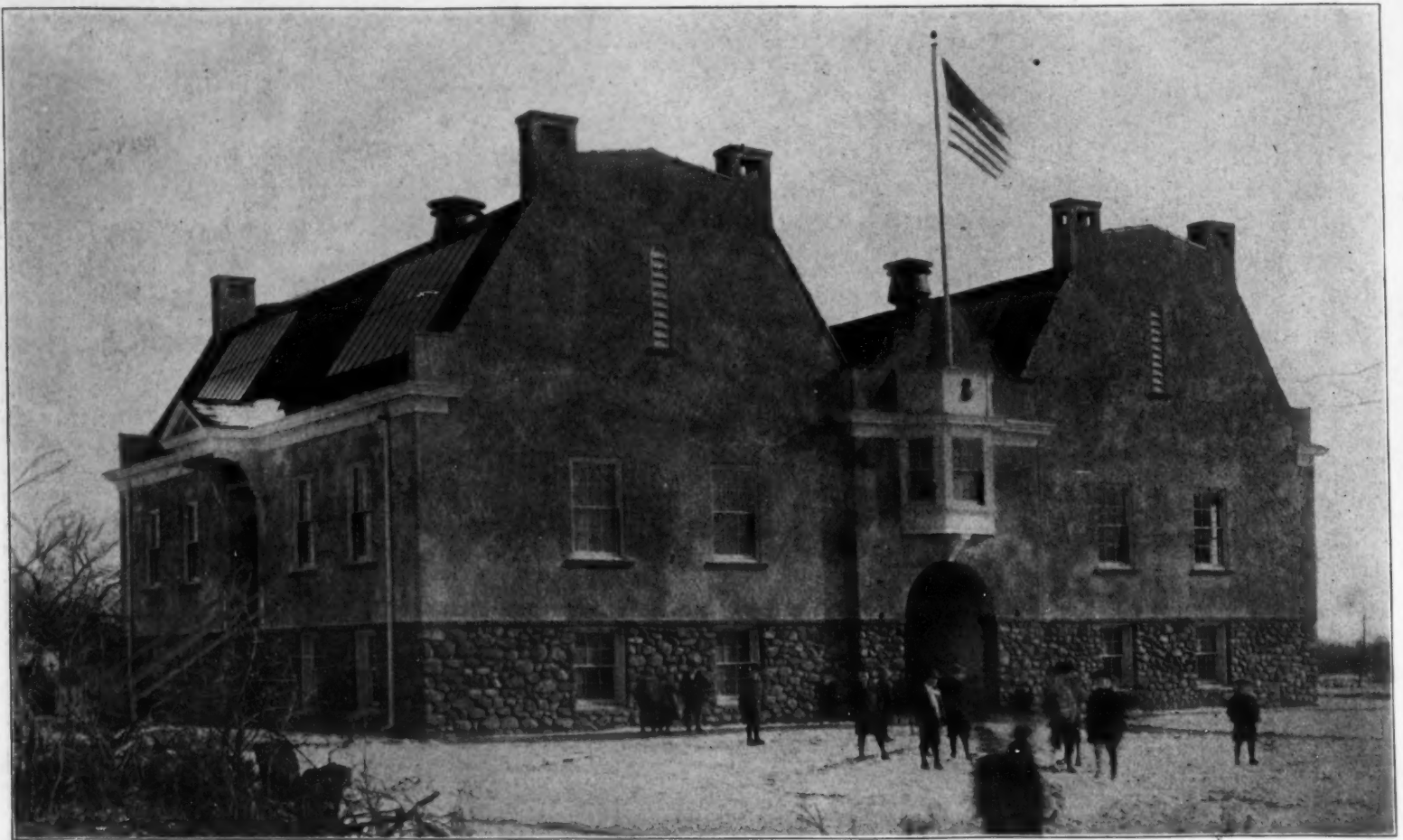
It will require a vote of the people of the State on a constitutional amendment to get the authority for the School Board to issue bonds to the value of \$2,000,000, as is proposed. The plan is a peculiar one and to understand it some explanation of the finances of the City of New Orleans is necessary. Out of the proceeds of the ten mill taxes which provide the revenues for the City (the rate is 22 mills, but ten mills are set aside to pay old debts and 2 mills for the sewerage and water service) twenty per cent is set aside for works of public improvement. The law permits the City to anticipate this revenue fifteen years to the amount of \$400,000. The City has exhausted its funds available for building schoolhouses and it is only by anticipating the revenues for fifteen years that new schoolhouses can be erected and in payment certificates are to be issued which bear five per cent revenue.

Commissioner Lafaye, who is at the head of the department under which schools are built and Mr. Sol Wexler, president of the school board, who is a financier of ability, have devised this plan.

The school board will issue bonds to the amount of \$2,000,000 redeemable in forty years.

(Concluded on Page 63)





ELI WHITNEY SCHOOL, STRATFORD, CONN.

The Eli Whitney School, Stratford, Conn.

William B. Kelsey, Superintendent of Schools, Stratford

"Only a few men are big enough to defy precedent and these are the men who make history and carve their names high.

"Tom Reed was such a man.

"Once when accused of having no precedent for a ruling he declared he would create one, and he did."

This is the spirit which is breaking out every now and then in school buildings. And in this spirit architect Frederick H. Beckwith has planned the Eli Whitney school of Stratford, Conn. He has attempted to create a school fitted to the needs—without regard to tradition.

The building is all on one floor, thus providing safety in case of fire. As an additional precaution, each room has an exit on the side opposite the hallway. This exit leads directly out of doors, and is equipped with a lock which permits insiders to get out, while preventing

outsiders from getting in. To reduce the fire hazard still more, the furnace is placed in the northeast corner of the building, entirely separated from the corridors. "Safety First" is the dominant feature thruout.

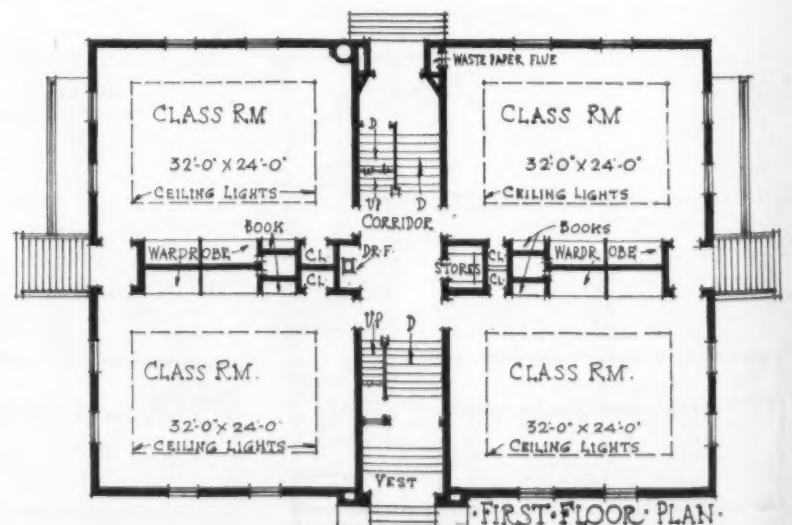
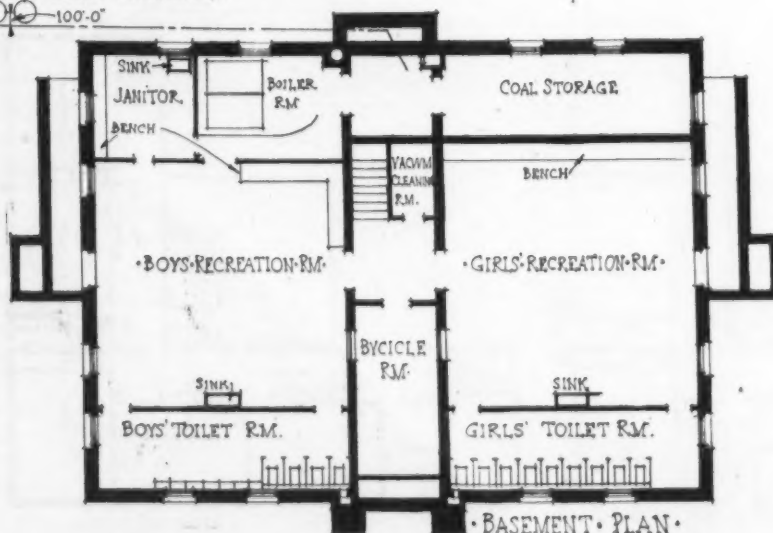
Lighting, in this school, is from above, the roof being an adaptation of the saw-tooth roof so much used in factories. The skylights are made of wire skylight glass, all metal work around them being of copper. The interior glass forming the ceiling of the classroom is Moresque, which is rated as giving the highest efficiency of light. Each room has side windows but these are not used to furnish light; they are rather to allow those within the room to look out occasionally. When doing school work even the children prefer to have the shades drawn so that the light comes entirely from above.

The interior views show (Figure 2) a room in this Eli Whitney school, and one in a school

lighted entirely from one side (Figure 3). They bring out clearly the contrast between the soft, generally diffused, yet sufficient light from overhead and the strong, uneven light in the room of the other type. With the side-lighting children in the middle of the room get plenty of light. Other parts of the room are in the shadows despite the fact that the upper sashes in the windows of this room are furnished with prism glass. Those who do get the light, get much of it in their eyes.

One does not realize how much of the light from side windows strikes the eye until he makes a test in such a room as we have in the Whitney school. Sitting at one of the school desks, with shades drawn, he feels that the light from above is sufficient and comfortable. But if the shades are rolled up, while he continues to sit there, he feels forcibly the strong light striking his eyes from the side and is glad to

SEWAGE DISPOSAL PLANT
100'-0"



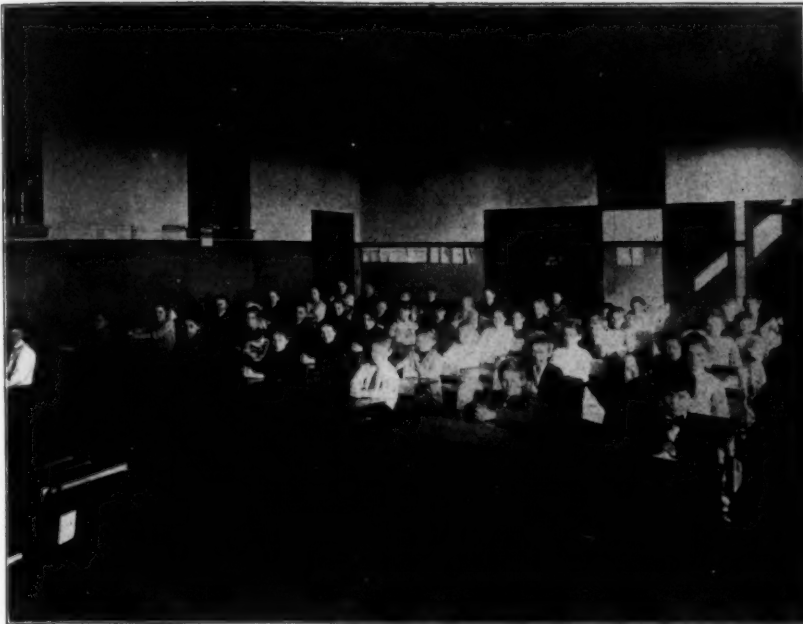


Fig. 3. A SIDE LIGHTED CLASSROOM.



Fig. 2. A TOP LIGHTED ROOM OF THE WHITNEY SCHOOL.

have the shades drawn again so as to shut out the side light.

Notice, in the Whitney school how clearly the writing shows on the blackboard near the front of the room. Teachers often complain that writing on the front blackboards can not be read when seen from certain angles. In this room writing is visible at all angles. There are no strong lights and no shadows.

The building is constructed of terra-cotta building-tile and stucco, with double floors. It has four rooms and is so planned that it may be enlarged indefinitely. It is placed on an unusually deep lot so that room is provided for whatever enlargement the future may call for. Rooms are 24x32 feet, and are equipped with chair desks, all being adjustable. Forty-two desks are provided in each room.

The principle of upward ventilation has been applied in this building, fresh air being brought

directly from outdoors thru an opening under the windows and then passing thru the steam radiators which are partly surrounded by a jacket. The current of air is thus forced upward and outward into the room and coming in contact with other currents from openings under other windows is diffused thruout the room. Eventually it passes out thru an opening in the ceiling. The discharge of foul air is promoted by the use of a syphon action ventilator, which has been tested in the Armour Institute of Technology and found to register a higher capacity than does any other ventilator on the market.

An indoor toilet is planned in each side of the building and will be installed as soon as the proper appropriation is made. At each end of the corridor there is a mezzanine room; one for the principal, and one for the teachers. Each of these has provision for lavatory and toilet.

Wardrobes are built in the classrooms and are furnished with doors that are handy yet economical of space. They are of the type used on trolley cars, being operated on hangers above and castors underneath. When the door opens the rear castor moves at right angles to the direction taken by the front castor and the door curves around until it fits entirely within the wardrobe, but snug against its end wall. By using this type of door a saving of nearly \$500 was effected.

For exhibit purposes a strip of cork carpet ten inches wide is placed around the room just above the slate blackboards. Each room has built-in bookcases and a teacher's closet. The building is equipped with telephones. It is placed 100 feet from the street, being far enough away to escape noise and dust. It faces the west, lighting being from the north.

The total cost of this school, when completed, will be about \$18,000.

SOME FIREPROOF SCHOOLHOUSES

Designed by F. D. Rixse, Architect

Owing to the rapid increase in the school population of the city of Wichita, Kansas, during the past decade, the board of education found itself in 1912, confronted by an appalling condition of overcrowding in old, and sometimes unsafe, buildings erected during the latter eighties.

To meet the situation, and also to provide educational facilities in compliance with the higher standards of the present day the board of education decided to erect three new buildings of a strictly modern type—buildings that would reflect credit upon the civic pride and intellectual standing of the community. Accordingly Mr. F. D. Rixse, architect and engineer, was employed to take charge of the planning and supervision for these new fire-proof buildings.

The first of the three buildings to be designed and completed is the Carleton School. This building is of steel and reinforced concrete and fireproof thruout and built in a manner best adapted to the requirements of the site which it occupies. It is, by reason of its massive stone columns at the entrance, its banked windows, its cornice, and its graceful skyline, architecturally the best school building in Wichita.

The basement walls are faced with large dark vitrified paving blocks up to the water-table; the second and third stories are faced with square-edged face brick, laid in Flemish bond.

Inside the main entrance is a vestibule opening into the main corridor, which runs the length of the building, with an exit at each end. There are twelve classrooms, a teachers' restroom, a principal's room, and an auditorium seating 500 persons. In addition, there is a girls' playroom, an engine room, a fan room, a fuel room, a boiler room, and girls' and boys' toilet rooms.

The classrooms are arranged for unilateral lighting, the light entering the bank of windows at the left of the pupils and being evenly diffused without shadows. A cloakroom, teacher's closet and bookcase are located at the end of each classroom, and always under the teacher's control. All rooms are equipped with natural slate blackboards.

The building is heated by means of a dual system, i. e., by direct steam in moderate weather, and by the fan system in cold weather. The initial cost of such a system is greater, but the economy resulting therefrom in the end justifies it, and forced ventilation is supplied on cold days. All rooms, halls and corridors are equipped with thermostats that regulate the temperature thruout.

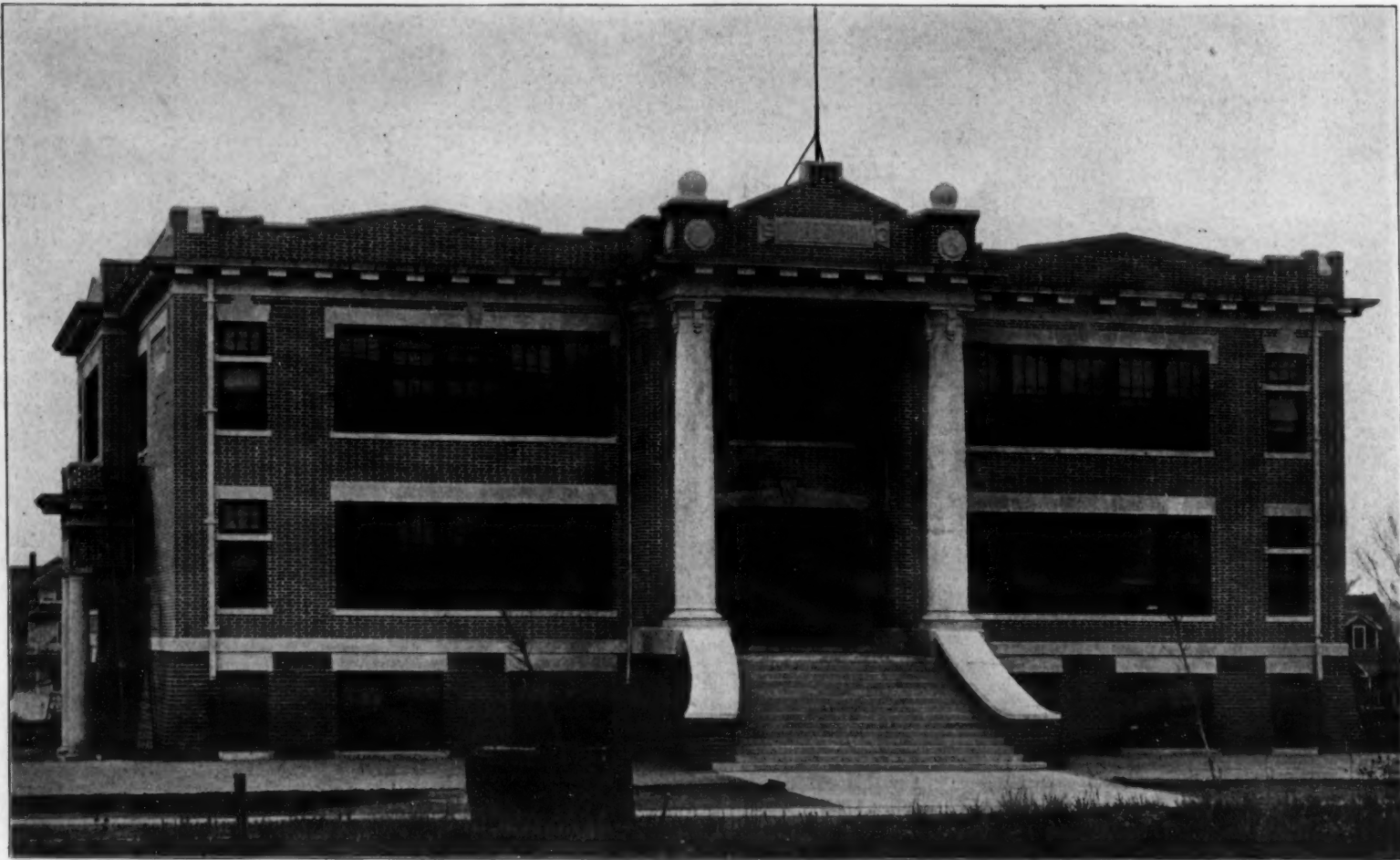
Floors in the assembly hall and the classrooms are of hard wood laid over the concrete, and in the corridors and on the stairs of cement finish. In the toilet rooms the floors are of Trinidad asphalt, a very sanitary and non-absorbent mate-

rial. The closet bowls are provided with the latest saddle-seat, flushed automatically and ventilated into separate airducts leading to the roof.

The College Hill School.

The College Hill School is located in the aristocratic residence section of the city, and is in perfect harmony with its surroundings. It is impressive by reason of its compactness, its broad, receptive entrance, its massive stone columns, its banked windows and its gracefully broken sky-line. The basement walls are built of large vitrified paving blocks, battered to the stone water-table, giving them an air of solidity. The second and third stories are faced with dark and light square-edged face brick, laid in wide mortar joints, in the Old English Cathedral style.

On entering from the front, you find yourself on the main floor in a corridor running the length of the building with an exit at each end, and in front at the right and left, two steel stairways leading to the third floor. Grouped around the corridor are six classrooms on the second floor, and four classrooms and an assembly hall on the third floor. The assembly hall has a seating capacity of 300 persons, and, if necessary, may be divided into two good sized classrooms. Here also the equipment is strictly modern, i. e., grouped windows, slate black-

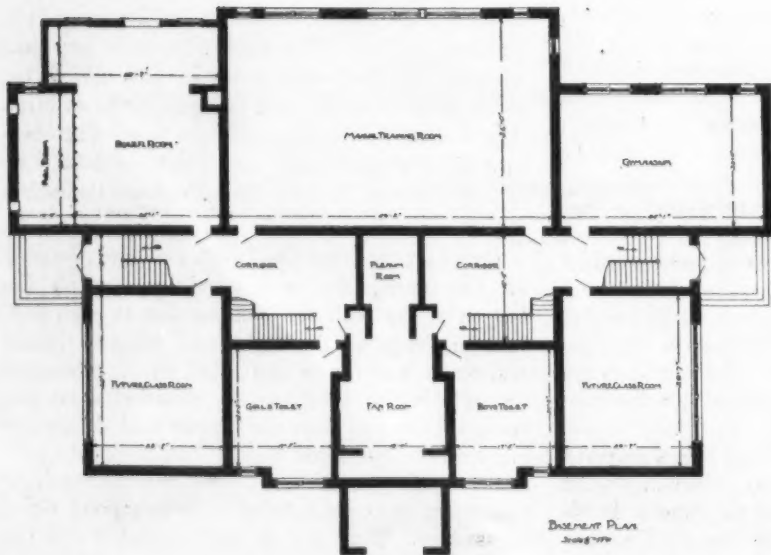
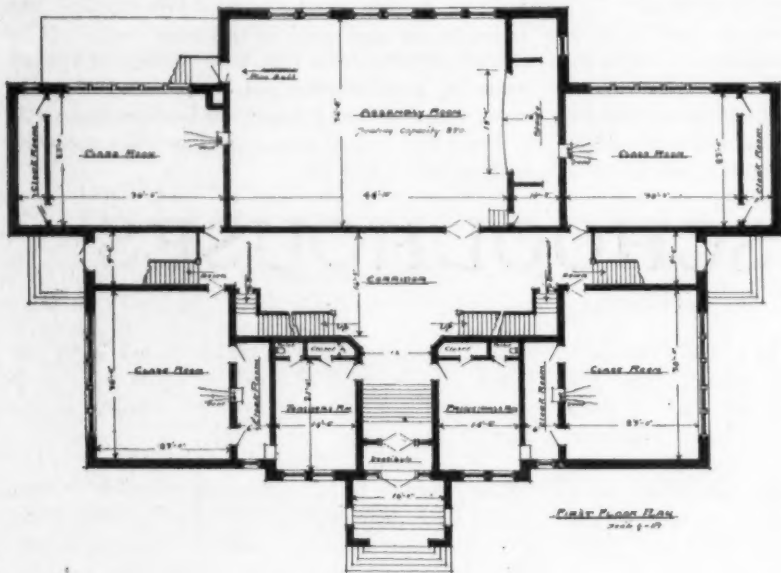


COLLEGE HILL SCHOOL, WICHITA, KANS.
F. D. Rixse & Co., Architects.

boards, hardwood floors, and heat regulating thermostats.

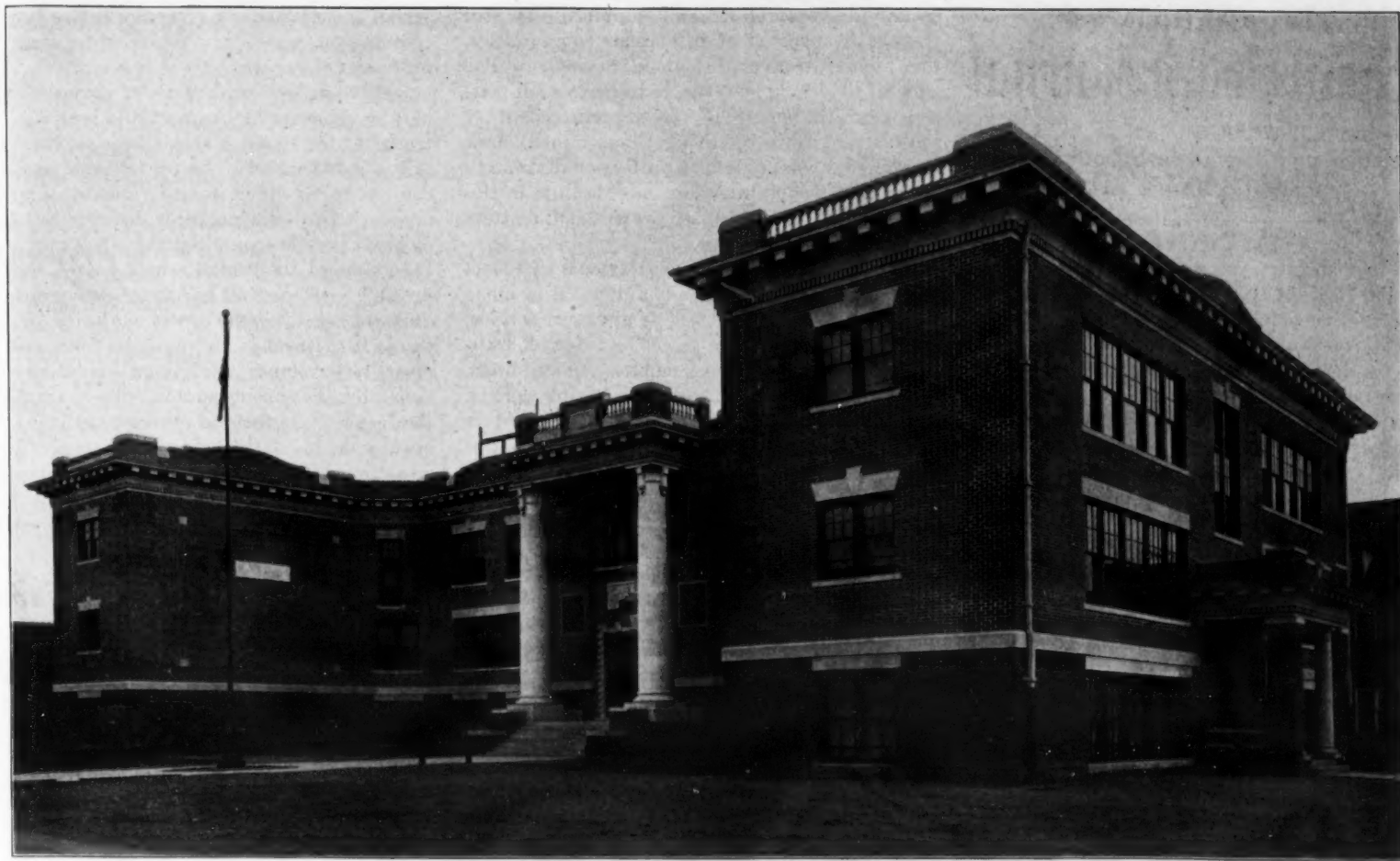
In the basement are domestic science and manual training rooms. There are also modern

toilet rooms equipped with the newest sanitary saddle seats, ventilated thru the roof, and paved



REAR VIEW TOUSSAINT L'OUVERTURE SCHOOL.

FLOOR PLANS, TOUSSAINT L'OUVERTURE SCHOOL.



CARLETON SCHOOL, WICHITA, KANS.
F. D. Rixse & Son, Architects, Wichita.

with asphalt. And there are also an engine room, a fan room, a boiler room and a fuel room.

The building is heated by a dual system, similar to the Carleton School.

The Fairmount School.

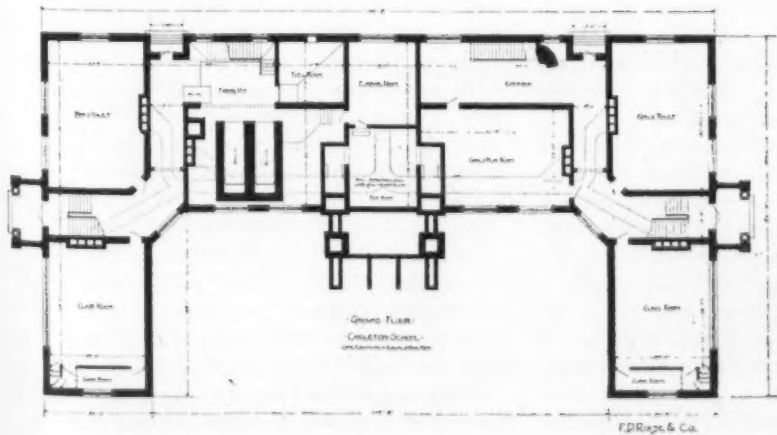
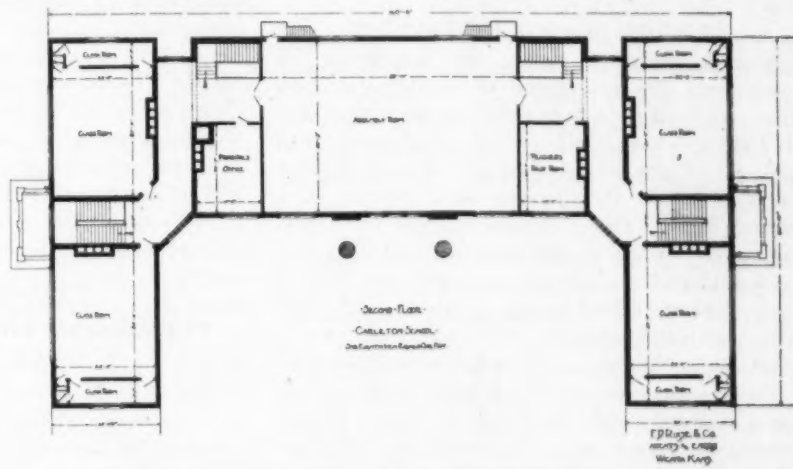
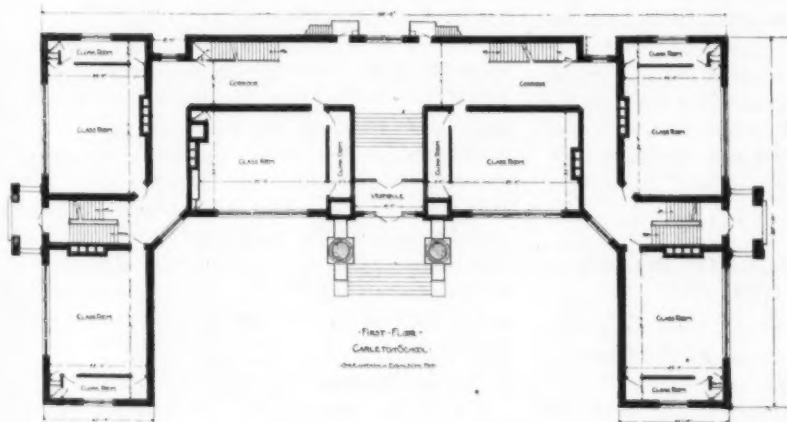
The Fairmount School is located near Fairmount College on a hill overlooking the city.

Altho smaller than the Carleton and College Hill schools, it is also of steel and fireproof construction, and like them is built with a view to architectural beauty, as well as utility. Without marring its appearance, four more rooms—two at each wing—may be added when needed. At present there are six classrooms, and an auditorium seating 300, which may conveniently

be divided into two classrooms. There is also a principal's room or office.

Heat and ventilation are supplied by the fan system, with the alternate of direct steam for mild weather. Classroom floors are of hard wood, and corridor floors and the treads of stairways of cement worked to a smooth finish.

(Continued on Page 56)



FAIRMOUNT SCHOOL, WICHITA, KANS.

THE AMERICAN School Board Journal

DEVOTED TO
Legislative and Executive School Officials
WILLIAM C. BRUCE, Editor

EDITORIAL

COUNTRY SCHOOL IMPROVEMENT.

The leading paper of this issue of the AMERICAN SCHOOL BOARD JOURNAL is a powerful argument for the discontinuance of the district form of country school organization and the substitution therefor of the county unit of control.

Recent critics of country schools have uncovered vital defects in every possible aspect of the situation and have recommended many needed improvements. The keenest of these critics have found as Mr. Chamberlain so well shows, that the unsurmountable obstacle to progress is the district school board which is wholly unfit for its duties and which prevents every and all movements for progress.

It is useless to speak of the need of better teachers as long as district boards insist upon electing their daughters or friends or make a selection of the cheapest girl they can find. No uniform improvement in the school plant can be made so long as the local boards "fix up the old house for another term" and buy trashy furniture and apparatus from traveling peddlers. Nor can progress be made in teaching methods, in lengthening terms, in introducing agriculture and household arts so long as three old stalwarts insist that "What was good enough for us is good enough for our children."

The county unit of school organization is the best means of "leveling up" the country schools, of bringing to them better supervision and of creating that spirit of efficiency, co-operation and helpfulness to which city schools owe so much.

SCHOOL-BOARD INITIATIVE.

For a generation past, the movement for increasing the duties and prerogatives of paid executives of school boards has been growing. It has expressed itself not only in the rules and policies of city schools, but also in such definite legislation as city charters and general state school laws. The movement found its origin primarily in the inefficiency of school boards and gathered momentum thru the inability of busy laymen school-board members, with only a superficial knowledge of educational principles, to tackle the many technical problems involved in the conduct of schools. It recognized on the other hand, the need of thoroly expert men and women who, by education, training, experience and personal qualities are able to meet every difficult situation as it arises.

It is rare, indeed, to find at the present time, a school board which has the temerity to propose actions involving such strictly professional matters as a standard for the certification of teachers, the fixing of requirements, both academic and professional for grade and high school positions, the arrangement and adaptation of courses of study, the introduction and management of classroom methods, supervision, etc.

School boards are not, however, willing as yet, to concede, absolutely, the initiative of superintendents and teachers in matters which involve, to a certain extent, business judgment and which are affected by considerations involving the expenditure of moneys collected thru taxes or bonds. Questions, also, which involve persons, and policies which are affected by local interests, such as the appointment of teachers, the fixing of salary schedules and the

selection of textbooks and supplies, are still frequently disposed of in smaller communities, thru the initiative of laymen members. The general tendency, however, is to leave such matters more and more to the superintendent of schools and it is becoming the common mark of efficiency and a sign of professional strength to say that a superintendent has absolute initiative and control of all these professional matters of school administration.

In the strictly physical departments of school administration, the demand is now being made for professional, or at least, semi-expert service, of paid officials such as school board business managers, superintendents of buildings, superintendents of janitors, purchasing agents, accountants and auditors. The movement is quite naturally limited to the larger cities where paid officials of this kind have been employed for many years and where it has been found economical and efficient to give them initiative in all matters pertaining to their work. The best thought and experience, here, is that the good results cannot be attained unless the superintendent of schools is the highest executive and that all physical administrative problems and policies conform their final solution in accordance with the best educational results which the superintendent seeks to obtain. In other words, the final criterion of all school-board business must be its educational effect on the children enrolled in the schools.

It is difficult to fix absolutely and generally, the initiative which the relative factors in a school organization should have. Undoubtedly the superintendent should have the initiative and final decision in all strictly professional matters. If he cannot be relied upon for this kind of service, he is not fit to occupy his place and does not deserve to continue holding it. The school board which must step in and direct its executive will be better off without him, and should secure an efficient successor. In matters involving large business considerations, it would appear reasonable that the school board exercise initiative with the superintendent and sometimes even independently of him, so long as it is not in absolute opposition to his ideas. The same applies to all matters of business policy. In general, the amount of initiative exercised by the school board and the superintendent will be proportioned inversely to the size of the community. It will also be affected materially by the relative moral strength and independence of the superintendent and of the members.

CLEVELAND AND SCHOOL-BOARD ABOLITION.

The daily press of Cleveland, Ohio, is giving an illustration of the American habit of hastily condemning governmental machinery which does not immediately conform to the demands of a portion of the public. It is disapproving altogether the idea of school boards and school-board control of school affairs because the members of the present local board of education refuse an increase in the salary schedule of the teachers and will not permit the latter to ally themselves with a labor organization.

The Cleveland people are apparently failing to distinguish the persons involved in the present unsatisfactory situation from the general principle of school-board government of schools. It is not the latter which is at fault but the former. The remedy which must be sought is not the abolition of the school board, but the election of men and women who will be in sympathy with higher wages and greater liberty for the teaching corps.

It is the common opinion of political economists that the most efficient ideal of democratic government for counties, municipalities and

school corporations is a small elective board, or commission, working with and thru appointive, professional experts. Such a board can always be held to reflect local ideals of government and can be replaced at the regular elections, or by means of the recall, when it fails to measure up to popular demands. Its professional executives can be relied upon to give expert service, if proper safeguards are provided in the charter or basic laws surrounding the office.

In general the "small school board" measures up well with the best theory of democratic government, and in the great majority of cities where it exists it is an unqualified success. The present Cleveland board is an exception to the general rule—an exception which emphasizes the fact that no form of government is infallible always or in all places. The remedy for the situation is in the hands of the voters at the next election and need not be sought in destructive legislation or undemocratic experimentation of doubtful value.

EDUCATIONAL RESEARCH DEPARTMENTS.

The cities of Oakland, Cal., and Kansas City, Mo., have just established bureaus, for scientifically measuring school processes and results, to assist the superintendent and his assistants in keeping the schools at the highest possible point of efficiency. The *raison d'être* for these bureaus is simply a desire to establish sound economy in time and money expenditures.

As far back as 1902, Mr. J. M. Rice suggested the value of employing in each city, an experienced schoolman to conduct original investigations in teaching methods, to compile statistics, make comparisons and generally assist the professional authorities. He wrote at that time: "While the plan is simple, it entails considerable labor; and in order that the work may be properly and systematically performed, someone must be designated to do it. . . . In all these matters the records (of test work and other statistics) prepared by a special assistant would be an invaluable guide in the scientific management of the schools. . . . Besides taking tests and tabulating results, the work of the special assistant would lie in endeavoring to account for the difference in results . . . in his own locality; and it would be the duty of the special assistant in each city to work in harmony with similar assistants in other cities, in order to account for differences . . . in different localities."

It will be interesting to watch the efficiency bureaus which have been established in Boston, Baltimore, Albany, New Orleans, Kansas City, Milwaukee and Oakland. Their success will depend entirely upon the men chosen to head them.

A PERSONAL EXPERIENCE.

Of all the arguments for the general opening of school yards for play purposes, the most effective, which we have seen, was a ragged urchin with his body and his face pressed against the iron pickets of a school fence. In front of him was a wide expanse of sunlit yard, with a fine group of shade trees in one corner, and a large, silent school building in the rear. Behind him was a hot asphalt street, crowded with traffic, and lined with buildings—termed by courtesy—apartments. Just above the boy, attached to the fence, was a white placard—"Trespassers will be Prosecuted—By order of the Board of Education." The only fit place for that youngster and for the hundreds of children in that neighborhood of that city, was that idle school playground.

That wistful urchin was to us a bigger, a more convincing reason for the general opening of school yards than all the books and lectures which can be written.

DR. BRUMBAUGH'S RESIGNATION.

Dr. Martin G. Brumbaugh has resigned as superintendent of schools at Philadelphia to devote his time to his campaign for governor of Pennsylvania. The board of education has wisely determined to withhold the resignation until after September first so that it may give two months' consideration to the problem of finding a worthy successor.

Dr. Brumbaugh's administration of the school system in the third city of the United States has been a wonderful story of progress and efficiency. It has been the work of one of the strongest schoolmen in the country whose abandonment of the profession is a distinct loss to his city and to the schools at large. His entry into the political arena—and there seems to be every reason that he will be elected by an overwhelming majority—foreshadows a new era in the state government of an ultra-stalwart commonwealth. As old friends of Dr. Brumbaugh we wish him every success.

TEMPERATE LANGUAGE.

Extravagant language is not a common failing among schoolmen. Even the most progressive and aggressive schoolmaster observes a professional form of expression which the most vigorous and emphatic pronouncement, and the most heated debate cannot make him forget. Extreme sensationalism is foreign to ordinary conventions of teachers and superintendents. The recent gathering of the National Education Association was not an exception to this general rule, and the great majority of speeches were nothing, if not prosy and conventional.

Only one speaker broke out in criticism of the schools and of his fellow workers in language that lacked the poise and repression which reasonably may be expected from a school administrator. Just a few random sentences will give a clue to his wild, and unwarranted tirade:

"Our public schools of today are namby-pamby places to which we go because it is the custom, and some of us become good citizens in spite of them."

"The purpose of education is to make us scholarly enough so that we may separate ourselves from the common herd. Teachers who train a child to believe that he cannot be respectable unless he is a professional man are a menace to society."

"Schools are wrong, because they give the credit to the captains of things, not to the stokers. When the teaching force is allowed to make its own judgments and stand on these judgments we will have different boys and girls."

"The average literature teacher has no soul and little brain. It is a wicked waste of a child's life to compel him to study with her."

"Most of our teachers are selfish egotists, would-be scholars, hiding behind the word 'conservatism,' afraid of any new method because it would show their ignorance."

"I would rather send my child to a teacher with a soul than one with brains, whose only object is to have the child reach the answer in the back of the book."

"Nine-tenths of our immorality is due to damage done by teachers to boys and girls before they reach high schools."

"God bless the girl who refuses to study algebra—a study that has caused many girls to lose their souls."

"There is more art in one well selected and well made garment than in all the art galleries of Europe."

What evils will such statements correct? What teachers will they reach? What reforms will they effect?

SUPERINTENDENT AND BOARD.

The relations of the superintendent to the school board have been a source of frequent and fruitful discussion at educational gatherings. The principles which should underlie the duties of the superintendent of a given community, toward his teachers and his board, however, very rarely have been laid down by any educator.



Shooting the Chutes.

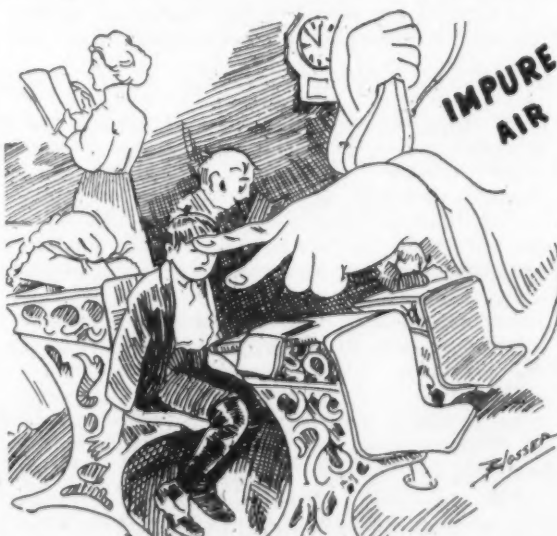
—Westerman, Columbus State Journal.

It is much easier to generalize than to get down to "brass tacks" in the language of boys.

Prof. Herbert G. Lull of the University of Washington who recently conducted a survey of the city of Blaine, Wash., has not shirked the duty of setting forth exactly what he holds as being needful in the community which he investigated. What he has written will apply to most cities of three thousand population:

"The Appointment of a Superintendent—this is one of the greatest weaknesses of school boards. In far too many instances the board simply takes a chance. What constitutes good recommendations in choosing a superintendent? Whose judgments should be relied upon in employing a superintendent? What are the qualifications of a good superintendent? With too many boards distance lends enchantment. Can the board by some means make those who are real judges of good supervision responsible for their recommendations? What are the relative merits of general and personal recommendations? If the board fails in securing the right superintendent it has failed in its most important duty, for if a good superintendent is secured then there will be good teachers secured, teachers in the service will be improved, the course of study will be vitalized, and the whole system will improve steadily, but if the board secures an inefficient superintendent the whole system must inevitably retrograde and no amount of talent on the part of the teachers can stop the backward movement. The superintendent is the great conditioning factor in setting the pace and tone for the whole system. The choosing of the superintendent, let us repeat, is the most responsible, the most difficult and the most important duty performed by the board. If the board fails in this it fails most grievously. This question should receive the closest study."

"How judge the superintendent after he is installed? A frequent method used seems to be thru the pupils' tales and thru the opinion of the parents; often, also, thru teachers with axes to grind for or against the superintendent."



The Haunted Schoolroom.

—Blosser, Wheeling Register.

These sources are all right if they are systematically employed, but they are usually the bad social humors wafted to the ears of the board on the breezes of chronic discontent. If the board could receive the full measure of the opinions of teachers, pupils, and patrons, these sources would be reliable. The most reliable source of all of these would be the opinion of the teaching body. If a very large majority of the teachers do not support the superintendent then there is something radically wrong with the superintendent. But one of the most reliable and most immediate sources of the board's information consists in the relationship the superintendent sustains to them as a board. At every regular meeting of the board, especially during the first year of his service, the superintendent should discuss frankly with them all phases of the local school problems. Upon his ability, insight, interest and energy in these respects the board should be able to form correct judgments of the quality of the supervision. A superintendent who strives to hide his ignorance by avoiding the vital school questions or who is making a bluff at his work by using high-sounding phrases and pleasantries should be easily detected by an intelligent board. Having once satisfied themselves that the superintendent is efficient, then they should rely upon his judgment very largely for the conduct of the schools. Yet a teacher has a right to a hearing before the board, and it should be freely granted her as her right. The superintendent should gladly assent to this right of the teacher. There should be the utmost frankness in the relationships of teachers, superintendents and the board to each other. To supervise is not to own the teachers. To supervise is to assist, co-operate, suggest, lead, encourage, and support to a very large degree the teachers in their endeavors, and only to a very small degree, to use one's authority over the teachers. A good board strives to make every unit of the system one hundred per cent efficient. To educate is the most difficult of all professions. The board must endeavor to give everyone connected with the system an opportunity to do his best. A rule of mere authority is the worst of all rules in a school system."

The absence of President-elect Jordan of the National Education Association from the United States makes it incumbent upon Vice-President Swain to assume the duties of the presidency until such time as Mr. Jordan can discharge them himself. The great amount of work to be done before November first, when Mr. Jordan is to return, led the Board of Directors, on the Saturday following the St. Paul convention, to authorize Mr. Swain to designate an assistant who should care for some of the details. Mr. Swain appointed Mr. J. Stanley Brown of Joliet, Ill., to act with himself.

Not the least of the many good things accomplished by the St. Paul Meeting of the National Education Association was the step taken to determine the official reading of American patriotic songs. The Music Department of the Association will seek the exact original text and music of each of the songs and will present the same to the United States Commissioner of Education for adoption.

Apropos of the selection of teachers, President Joseph Swain of the National Education Association said in his annual address: "Choose the best person for a position, regardless of sex."

The Junior High School is coming into its own with rapid strides. Boston officials have announced the opening of several intermediate schools and Philadelphia is seriously considering them. The movement is based upon sound economic as well as pedagogic principles.

"Welcome to Play" is a legend which might well be posted in every school-yard in the United States.

The Department of School Administration

A Helpful Meeting of School Board Members

More than 150 school-board members, superintendents and teachers gathered in the Auditorium of the Lowry Building on Wednesday afternoon, July 8, for the single session of the Department of School Administration of the National Education Association. Despite the heat and the numerous distractions, the forceful papers and interesting discussions held the members during a long afternoon.

In the absence of President W. R. Hodges of Sleepy Eye, Minn., who was detained at home by illness, Supt. L. N. Hines of Crawfordville, Ind., presided and announced the speakers.

Mr. Frank Henry Selden, director of the Department of Mechanical Science, Valley City, N. D., Normal School, read the first paper on "Mechanical Science." He said in part:

MECHANICAL SCIENCE.

"The school-shop movement has been robbed of its vitality, side-tracked, and now attempts are being made to regain the values that should have resulted from the original movement by the establishment of all sorts of trade, continuation, vocational, and similar schools. It is not my purpose to name any specific remedy for the present condition, but rather to point a sure method of determining a remedy.

"It has been my opinion for some time that the most urgent need in solving the present problems in education is a more extensive study of these problems on the part of school-board members. As I have listened to addresses at this meeting this need has been greatly emphasized and I have been compelled to add to the list of serious difficulties that of the great power of the highly trained intellect to enforce with great appearance of wisdom the most ill-advised theories in regard to the school-shop movement. This appears to result, not from any lack of a desire to say and do that which is best, but rather from the difficulty of getting a proper grasp of a movement that is based upon subject matter with which these people had no experience as they passed thru their school work.

Neglect of the Personal Factor.

"Probably the most common error in judging of any part of school work is to neglect the personal factor. It is not what the pupil is on leaving school but rather to what extent and in what manner has the school worked a change. This is especially true in determining the school value of any mechanical or industrial work. We need to make a close inspection to determine how many pupils are helped by the school shop and how many simply survive it. To know that certain boys go out from the school shop into industry and succeed is of no consequence whatever in determining the value of the shop work; because there are in every community boys who will succeed in spite of bad schooling. That which must be determined is the actual effect of the work by tracing the various pupils thru the school and out into industry. As has been said, we must count the failures, we must determine the number who have been helped and also those who have fallen out by the way and then we must determine if in any school or by any system of work these failures could have been avoided or to any extent lessened.

"It is easy for a teacher to point to a few successes and then lay the blame for the failures to the lack of ability on the part of those who fail. In any American community there are both boys and girls who can do most excellent work in wood and metal if provided with tools, materials, and a place in which to work. Therefore, if the teacher can point only to some nice finished projects as the result of his work, it is quite possible that the money spent for that teacher has been wasted. The pupils who have not achieved success, those whose work usually is not shown, are the ones whose records should be most thoroughly scrutinized. It is the special duty of the administrative part of education to

determine with certainty whether these features are due to the pupil or to the mistakes of the administration in selecting an incompetent teacher or an incompetent superintendent who is not getting the best out of the teacher.

The Failures Neglected.

"From a somewhat extensive study of this particular question in regard to shopwork I can say that with pupils of similar talents attending various schools the proportion of failures to successes, varies from nearly all failures in some schools to nearly all successes in other schools. This means that the administrative part of the educational machine is badly out of repair in some cities. It means that those in authority are being satisfied with results far below that which should be gained.

"The pupil of limited talent is the very one who needs help and however limited his talent, if above idiocy, the more the necessity of raising his level of industrial efficiency, for he is certain to join the ranks of industry, while the one of large constructive talent, tho making a record in the school shop and helping out on exhibition day, is almost certain to enter some other line. For the constructive faculty that may shine in industry is the same as that which makes the great businessman and the great professional man.

"Now why this great difference? For neither the efficient nor the inefficient teaching is confined to any particular class or type of schools, nor any particular geographical area. I think you will find, if you investigate with proper care and thoroughness, that it largely depends upon whether we teach principles or processes. It matters little by what name the work is called or in what kind of school it is given. You will find many gradations from the all-process to the largely-science teaching in schools of all grades and sometimes great variations in the same school system, even in the same building.

Working Solid Materials.

"The fundamental principles of working solid materials may be taught successfully and thoroughly by the use of wood alone in the one-room country school, in the consolidated school, the regular high school and in the technical school. On the other hand, pupils may spend long hours in the making of things from toy doll houses to real dwellings; from the useless sloyd models to sets of furniture; they may work every material from plasticene to steel, and yet thru all this extensive course in either common or special schools not learn one single principle of working solid materials and go out into industry with the kind of ideals and mental equipment of the ancient Egyptian craftsman rather than with those of the modern scientific workman. It, therefore, is not safe to judge the work of any school by the magnitude of the institution, the extent of the equipment, nor by the credentials of the instructors or principal.

"The cause of all this interminable discussion, this ever-increasing demand for efficient workmen is not because the young men as they enter industry cannot make things and make them so they will be salable at some price, but rather because these young people have been trained to be craftsmen rather than modern scientific workmen and therefore are unadaptable, incapable of grasping modern ideals of workmanship and cannot produce work on a profitable basis. How may we expect to remedy this condition unless those in authority have a sufficiently definite knowledge of what is being done to distinguish between the craftsmanship of by-gone days and modern scientific workmanship.

"We may build industrial, special, continuation, or what-not kinds of schools until we have duplicated our present system and will yet be as far from solving this question of efficiency as we now are, except in so far as we teach in those

schools the science of working solid materials rather than the processes.

The Expert.

"What then are we to do? Simply get right down to a thoro study of the problem from this standpoint and determine what is essential to the teaching of the science and also determine what forms of work lend themselves to the elimination of the study of this science. There should not be the least objection raised by anyone to such an inquiry, altho there are many reasons for objecting to a superficial or partial investigation. For one not an expert in this line to make a proper study of the shop work of any school, will require a considerable time and it will be found far better to visit a few schools and leave them actually knowing what is being accomplished than to rush thru them and form erroneous conclusions.

"If one wishes to know how to teach mathematics he goes to one who both knows mathematics and also how to teach that subject. Then may I ask you as you pursue your investigation of school shopwork to take with great caution the advice of those who neither know the subject matter of school shopwork nor have shown any evidence of being able to teach even the most elementary lessons in this work.

"Today we hear much said about educational shopwork in our regular public schools under the name of manual training, manual arts and similar names. Usually the advocates of these kinds of work claim for them great educational values and also claim that they have not and ought not to have any industrial value.

"If we trace the history of this kind of work and these claims we shall learn that this work is simply the shadow of the real educational and industrial shopwork as first established, and that only after the utter worthlessness of this shadow as a preparation for industry had been demonstrated did its advocates crawl under cover by claiming that it was purely for educational values and that it should not be expected to yield industrial values.

"May I ask that you request these gentlemen to show wherein the educational value of such work is to be found. I, for one, most seriously doubt the statement that there is educational value worth while in such work. If my experience goes for anything at all the industrial value of school shopwork will keep pace with the educational value and when the industrial value ceases all values worth the expense have ceased. To say that the work is educational is to attempt to cover up a failure. There is no such thing as educational manual training apart from industrial manual training. The very elements that are essential to give educational value are the very foundation values of industrial efficiency. Put these values into the work and you have the very best possible industrial education tho it may be given in a regular school. Omit them and you have only educational bluff no matter by what name called, or where given."

In discussing Mr. Selden's paper, Mr. Wilson H. Henderson of Hammond, Ind., questioned the usefulness of teaching the principles of working all materials by limiting school shopwork to the use of wood. He agreed, however, that all manual training in the schools must have an industrial value and that its educational value is nil unless it produces tangible vocational efficiency. Mr. Frank Ball of Pittsburgh, declared that all shopwork must be adapted to the community in which it is offered and that processes as well as principles must be taught. He deprecated any shop work which makes boys whittlers rather than efficient workmen able to tackle any work given them.

The second paper on the program was read by Mr. J. M. Ingold, secretary of the Board of Education of Cedar Rapids, Ia. The topic "The Modern Schoolhouse" was discussed by Mr. Ingold in part as follows:

(Continued on Page 28)



Playtime in Berkeley, California

The Victor will help to make the summer one long delight to the children on porch, lawn, playground, woods, mountain or seashore.

Let them romp and play, dance and sing with the Victor. It will furnish all the music for a beautiful pageant or festival which will be enjoyed by the children and also their parents.

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The horn can be removed and the instrument securely locked to protect it from dust and promiscuous use by irresponsible people.

It is because of its varied uses and all-round efficiency in every branch of school work—outdoors as well as indoors—that the Victor has become such an essential part of the school equipment. It is today installed in the schools of more than 1,750 different cities, in many of these in every school building.

Write to us for booklets and full information about the Victor in the schools. We will gladly arrange for a demonstration right in your school or on the playground.

Educational Department
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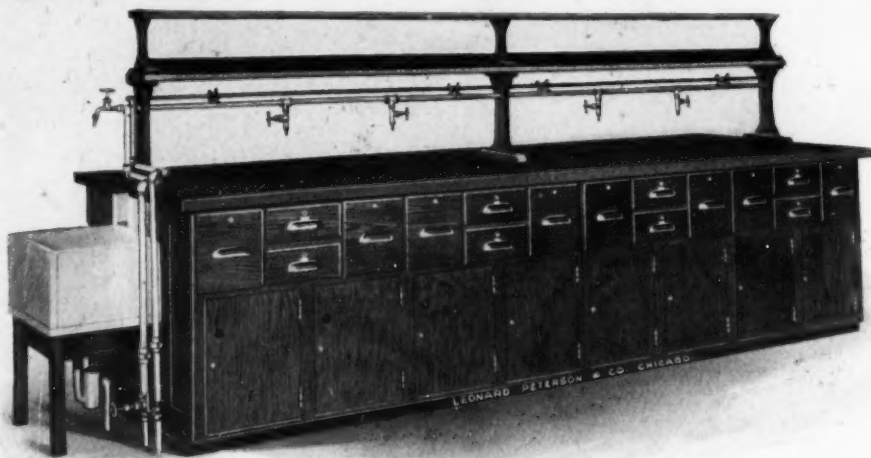


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THE DEPARTMENT OF SCHOOL ADMINISTRATION.

(Continued from Page 26)

"Who is competent to judge—to pass upon this vital subject, The Modern Schoolhouse?"

"The teachers, the life-long educators, know best what will be best and may be competent judges of the needs and requirements of the modern school home. But seldom is the teacher encouraged to lead out in the matter of expressing a preference for some plan or design that would greatly facilitate the work of the schoolroom, and which would express their best thought and conviction.

"The busy businessman—who seldom goes into the schoolroom—who does not take time because of engrossing interests to study the principles involved—"how best to apply and express them"—cannot rely upon ordinary technical architectural skill for this. We are living in a day of specialization—"a time when men do specialize" and "as specialists their knowledge wins respect" because of the effective service they can render. It is safer to yield to the suggestions of the specialists than it is to follow the lead of those who travel in the rut.

"Let me bring to your attention some palpable errors in school building construction.

"A few years ago some well meaning individual announced that every schoolroom should receive sunlight at some time during each day. At first thought the theory sounded plausible and many buildings have been designed accordingly.

"In order to obtain the proposed results, it was stipulated that the main corridors should extend North and South—flanked with study rooms on either side. The assumption was that the rooms east of the corridor would receive the sunlight in the forenoon while the rooms west of the corridor would receive the afternoon sun.

East and West Light.

"The actual working of these buildings is somewhat as follows: In the first place, every

window in a building so designed would necessarily have to be equipped with unsanitary, dust catching window shades. And, on the east side of the building these shades will always be drawn in the forenoon to prevent the sun shining in the faces of the pupils occupying this portion of the building, while the same precaution must be taken in the afternoon to protect the teacher and pupils in the west half of the building.

"Consequently, we find that direct sunlight has actually been excluded from the building entirely and that the only direct sunlight which has been permitted to enter the building during the entire day is the infinitesimal quantity that enters the windows at the south end of corridor, and this during the noon hour when the building is vacated.

"There is no single element connected with schoolhouse construction that plays so important a part as light. The work of the school calls for constant and strenuous use of the eyes—and this takes place during the formative period of the child's life when the overtaking or abuse of the eyes works irreparable injury. Imperfect and unnatural lighting of schoolrooms has impaired the vision and destroyed the health of millions. Why should these mistakes be continued?

"When sanitaries were first made a part of the school building they were located in the basement where they were more or less a source of trouble and a breeder of moral decay and yet 70 per cent of the buildings constructed during the year 1913 contain no improvement in this respect. The same ratio will apply to defects in sanitary ventilation.

"It has been demonstrated that disinfectants will not take the place of an intelligent practical system of continuous sanitary ventilation.

"The neglect of these and many other features of school building construction amounts to criminal negligence as well as civic disgrace.

The Unit Plan.

"We believe that most pronounced steps have been made in school architecture within the past five years. A new type of building is taking the place of the 'happy-go-lucky, hit-and-miss' plans, which are still being adopted in some localities. This new type of structure has been styled the Unit System and has been endorsed by educators and teachers who have investigated the merits of this better type of building.

"In general terms the plan recognizes the individual schoolroom, with its accessories, cloakroom and sanitary equipment, as a unit complete within itself. Therefore, if ideal conditions have been obtained in a single unit, the problem of a more perfect or larger building becomes simply a matter of duplication.

"In assembling these units a certain classification of the school building, as a whole gives this result: *simplicity, proportion, standardization and utility* thruout the building.

"The fundamentals of the unit system are applicable to every kind and any capacity of school building from the one-story rural school up to the large city school. This type of building permits of the same diversity of architectural embellishment to both interior and exterior as to any of the old types of structure.

Schoolroom Ventilation Under the Unit System.

"The program for ventilation adopted by the Unit System type of buildings is one in which the circulation of the air is not confused with the heat program, and while all of the advantages of forced draft and compressed air are retained, yet the superheating coils in the basement plenum chamber, together with the battery of deadly mixing dampers, have been entirely eliminated.

"The fan and tempering coils are retained and assigned to the problem of circulation only. We believe in the theory of a maximum distribution of heat thru the medium of wall radiation

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located against the outer walls under the windows. This wall radiation is divided into sections and controlled automatically.

"The fact that we regard the subject of heat and ventilation as a part of a great architectural problem is emphasized by double windows with dead air space. The insulating value of confined air is well known and double windows, besides affecting a saving in the quantity of fuel consumed, contribute to the more important feature of health.

"The Unit System stipulates that in every instance the main corridor shall extend east and west, that the study rooms which comprise approximately 60 per cent of the school building shall be located north of the corridor. The remaining portion of the building such as office, auditorium and all other special rooms are located south of the corridor, where they may receive the advantages of direct sunlight. The auditorium or community center feature with ceiling usually $1\frac{1}{2}$ to two stories in height is covered with a roof provided with a generous system of skylights which parallel the corridor admitting the direct rays of sunlight thru glass doors or partitions direct into the corridors on each floor. By this system of fenestration the direct rays of sunlight are permitted to enter the very heart of the building to flood all corridors regardless of whether the building is one or five stories in height. No attempt is made to supply direct sunlight to the study rooms north of the corridors, but these rooms receive the steady uniform north light unhampered by window shades.

The Sanitary Features of the Unit System.

"The best effects in sanitation and hygiene have been reached thru the Unit System plan of sanitation. These results have been obtained thru the employment of a very simple and practical system of sanitary ventilation, in conjunction with individual toilets. The cloakrooms are located between the study rooms and the cor-

ridor. The upper portion of both the north and south walls of the cloakrooms are composed of glass partitions.

"The individual toilet rooms occupy a corner of the cloakrooms adjoining the ventilating ducts. Aspirating coils are located in the sanitary vents in such a manner that an equal amount of air is exhausted thru the base boards of each individual toilet. In the larger buildings an exhaust fan may be used for this purpose, but in every instance the method of circulation employed for the sanitary system must be separate and apart from the forced draft in the schoolroom. The pull principle is employed for the sanitary equipment while the push system is retained for the schoolrooms, each acting supplementary to the other, yet operating absolutely independent of each other.

"The advantages of the individual toilet in the cloakrooms, under the direct supervision of the teacher, are numerous. I will mention only a few:

1. Segregation in the toilet room is secured.
2. Marking on the walls is a thing of the past.
3. Absolute control by the teacher of pupils at all times is secured.
4. The sanitary equipment becomes a promoter of discipline instead of an agency of discord.
5. The elimination of mock modesty and the substitution instead of culture and refinement is obtained.
6. The individual toilet room is more isolated in the cloakroom than in the stack arrangement, or in the basement.

"A number of states have some very excellent laws governing the erection of school buildings, but many commonwealths are weak upon this all important issue.

"There must be a 'best way' of doing everything. Why should not the statutes stipulate that certain things must be done and unless they are done, then contractors and others can-

not collect money for their work? Is there any reason why a school board 'building committee' should not be held liable on their bonds for moneys paid on buildings not constructed according to law?

"Should there not be more intelligent plans and closer inspection? If a superior plan of school building has proven practical in one locality, is it not wise to consider its adoption in every other locality?

"Is there any good reason why the general fundamentals necessary to produce a desirable school building should not be defined by the statute under such topics, for instance, as *Proper Drainage of Grounds, Proper Distance from Noise*.

"The time has arrived when the use of combustible materials in school building construction should be discontinued. The excess in cost of fireproof construction is so small that when the cost of upkeep and years of increased fire insurance premiums is considered, to say nothing of the advantage of the elimination of the fire hazard and the imperiling of innocent lives, we are forced to the conclusion that fireproof construction is a permanent investment and will not become an item of recurring expense.

Why Do We Build Schoolhouses?

"Primarily for the enrichment of the lives of the young, for the development of the capacities of youth. The children of today will be the men and women of tomorrow. They deserve the best—the best that we have to offer is none too good.

"Economy and utility should be the keynote for the modern school building, which should lead to the architecture of the community, should lead to the elements of simplicity, dignity and art, in the aesthetic education of the public at large.

"The modern school building is a subject worthy of our deepest thought—wisest action and best effort."

In discussing Mr. Ingold's paper, Mr. S. A.

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Challman, State Commissioner of School Buildings for Minnesota argued the necessity of well-founded and generally accepted principles of schoolhouse construction. He said:

FUNDAMENTAL PRINCIPLES.

"We must not forget that our public school buildings leave an indelible impress upon the minds of the children who attend them. Their very appearance is an education in itself, with which each community and the nation at large must reckon. We speak rightly of school architecture and must not forget that architecture is one of the fine arts. We have no more right to violate the established principles of architecture than we have to violate the principles of hygiene or pedagogy. Our duty is to harmonize the various factors which enter into the problem and out of the whole produce a result which shall embody all that is true with respect to hygiene, mental growth, and aesthetic values.

"This can only be done by recognizing certain established essentials. These essentials must be the outgrowth of intelligent observation. Their value will depend upon the relative importance of the advantages to be secured and the disadvantages which must be endured. No one man is likely to possess the wisdom which such selection entails. Let us have a commission which will go into this problem of schoolhouse construction with a view of winnowing the chaff from the wheat and then accept the findings of the commission, until it reverses itself. The fire insurance companies have found this to be a happy solution of many of their difficulties and the rules of the National Board of Fire Underwriters are generally accepted by architects and men in the building trades.

"The present unrest as to proper methods of ventilation would indicate that it is unwise to incorporate into the code of any state definite provisions as to the particular features which a system of ventilation must contain. On the

other hand a rule which may be altered in accordance with scientific deductions will have all the force of law, if authorized by statute, and still be elastic enough to allow for such modification as conditions will warrant. To some this may seem as allowing too much power to individuals or boards, but after all, the administration of law is seldom more exacting than the personal convictions of the man or men charged with their execution.

"The problems connected with schoolhouse construction depend primarily upon school organization. Definite class units affording maximum efficiency of instruction and units of floor space for the various subjects need careful consideration and should be fixed not by academic discussion but by scientific deduction. Every foot of space not required by the organization of the school is an economic waste and every needed foot denied is an indefensible blunder. The two factors of school organization and physical equipment are interdependent upon each other and must be harmonized in order to secure the proper results."

The discussion of an entirely new departure in school policy concluded the afternoon's session. It consisted of papers on "State Teachers' Employment Agencies." Mr. J. M. Malmin of Blue Earth, who first suggested the establishment of a state agency in Minnesota, and to whose efforts is due the present law in the state, described his experience. He said:

STATE TEACHERS' EMPLOYMENT AGENCIES.

"When I first became interested in school management, back in the nineties, the secretary of the board of education received vast numbers of applications direct from teachers seeking positions, but in later years these direct applications have been very few.

"Upon investigation I found that the Teachers' Agencies had prevailed upon many teachers throughout the state to enroll with them upon pay-

ment of a registration fee, while in addition a cash commission or note settlement was made with such agencies for five per cent of the entire first year's salary.

"Payment of such commission works a hardship upon the teacher and eventually increases the expense of the district. Some may ask, 'What interest have the districts in the private expenses incurred by the teacher and are the teacher's affairs ours?' I would say most assuredly, the teacher's interests are our interests. Anything that tends to increase the high cost of living or causes additional expense to the teacher must eventually be borne by the districts thru increase in salaries which are in many cases insufficient.

"So long as the Teachers' Agencies keep within their sphere and do not interfere in legislative affairs or school management there can be no serious complaint to enter against them except as to their charges. The fact that the teachers have listed with them, knowing the terms of the contract, proves conclusively that Agencies are necessary as a modern convenience in order to secure positions.

"It does not seem good policy, however, from an economical standpoint, for a community or state to expend large sums preparing people for work so valuable to society as that of teachers and after their education is completed to turn the finished product over to private institutions for profit to them, when the state without great expense to itself or to the community can conduct its own Agency. This has been proven by the Minnesota Teachers' Employment Bureau established in 1913.

Advantages of State Bureau.

"In place of charging one to five dollars listing fee and five per cent commission on the first year's salary, this Bureau charges only three dollars, which pays the filing fee for one year. No extra commission is payable when the teacher secures a position. The manager

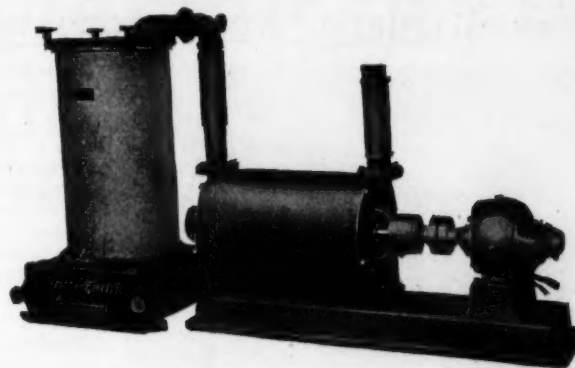
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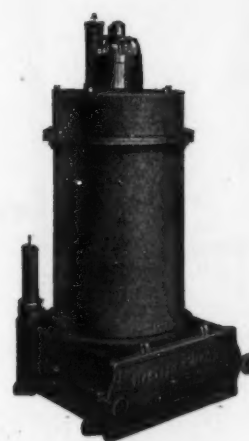
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informs me that approximately \$2400 has been collected at three dollars per applicant. A goodly proportion of the applicants have secured positions and the saving to those who have been located thru this Agency, in the short time it has been in operation, amounts to more than \$12,000.

"Among the advantages of a State Agency, the following items may be cited:

- (1) Economy, as previously mentioned.
- (2) No frequent changes in positions are suggested in order to gain additional fees and commissions.
- (3) The manager is an experienced teacher, with knowledge of local conditions, and his recommendations may be taken safely without any additional expense of investigation.
- (4) The Agency is conducted to promote the interests of the teacher and the district and not for private gain.
- (5) The applicants are not considered a commodity sold on commission basis, as stocks and bonds.

"Judging from the many favorable comments from persons who are in a position to judge and the director's report of the work of the State Bureau and its still greater prospect for the future, it would appear that no state could well afford to neglect the opportunity of establishing an Agency. What has been done along these lines in Minnesota may be done in other states. A failure can come only thru poor management or by the supporting of private interests rather than the interests of the State."

Mr. Malmin's paper was followed by a detailed description of the work of the Minnesota Teachers' Employment Bureau, by Mr. E. T. Critchett, its head:

THE MINNESOTA EMPLOYMENT BUREAU.

"This Bureau was approved April 25, 1913, and about the first of June the first steps were taken towards the organization and operation.

The first registration was received June 23, 1913.

"Up to the present time our total registration numbers 800, divided as follows: Rural, 61; Grades, 305; High School, 230; Special, 110; Supervisory positions, 94. Out of this total of teachers registered with us we have placed directly, in the neighborhood of 400. One of our greatest difficulties arises from the fact that after teachers register with us, altho at the time of enrollment they definitely agree to notify us when they have accepted a position, they fail to give any definite information as to the positions which they have accepted and such information does not reach us until some time after such acceptance.

"It certainly is of value to teachers that statements regarding their credentials and their success in teaching should be collected and kept on file at a well located central point and that this information should be available at any time for those seeking teachers. We are ready at all times to furnish copies of statements on file regarding teachers registered with us to those employing officers who may ask for the same. We have a definite and distinct understanding with those who give us this information that under no circumstances shall such information be given to the person about whom it is written.

The Results of a Year.

"The salaries of the teachers whom we have placed during the first year amount to at least \$250,000, at the minimum estimate, and it will be seen that thru our service a considerable amount of money has been saved those teachers who have made use of our bureau.

"By law a registration fee of three dollars is payable at the time of registration and payment of this fee entitles the person so enrolled to the services of our bureau for twelve months from the date of registration. During the first year, receipts from this source have amounted to

\$2400. Our expenses may be summarized as follows:

Clerical work..	\$100 per mo. total \$1200
Postage	50 per mo. total 600
Printing and supplies.....	200

\$2000

"It will be seen that our receipts are amply sufficient for the running expenses of the office. The Director is listed as State School Inspector and his salary is drawn from another fund.

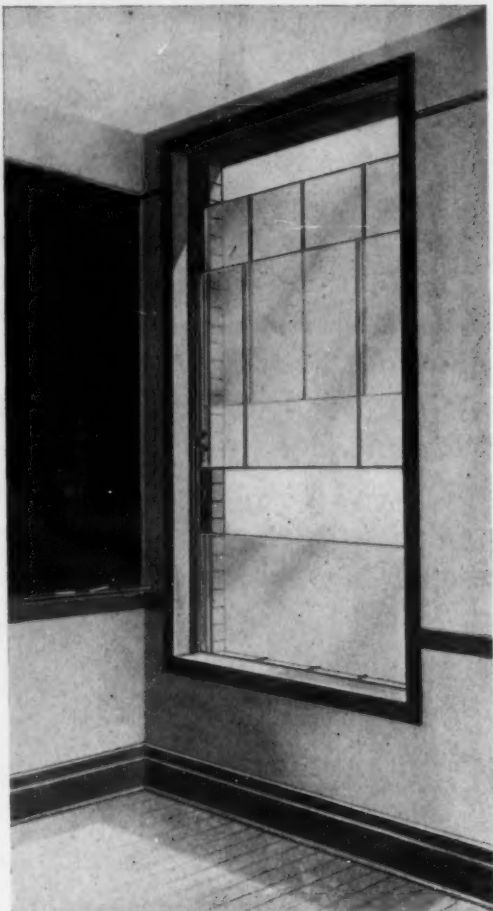
"Our sole purpose at all times has been to serve the schools and if we were unable to name a teacher whose qualifications seemed to meet the needs of the school where the vacancy occurred we did not hesitate to state that such was the case. During the fall of 1913 we could have placed at least 150 teachers in the rural schools if such teachers had been registered with us. At no time during last fall were we able to furnish all the teachers needed for upper grammar grade work.

"It seems that this bureau can be of service to the state in estimating the needs of the public schools of the state, so far as the different classes of teachers are concerned. For example, we should state from our experience during the past year that at the present time there is in Minnesota a surplus of teachers who are prepared to do high-grade work and there is no doubt that many such teachers in the secondary school field will be unable to find satisfactory positions in Minnesota for the coming year. There is an apparent surplus of teachers for the primary and lower intermediate grades but the same does not hold true in the upper intermediate grades and the grammar grades. For the past two or three years a shortage had existed in the supply of teachers in several lines of industrial work but the supply is now ample for all industrial lines, and teachers can be furnished for all vacancies that are reported.

"The question has also been asked whether the charge of favoritism might not arise when

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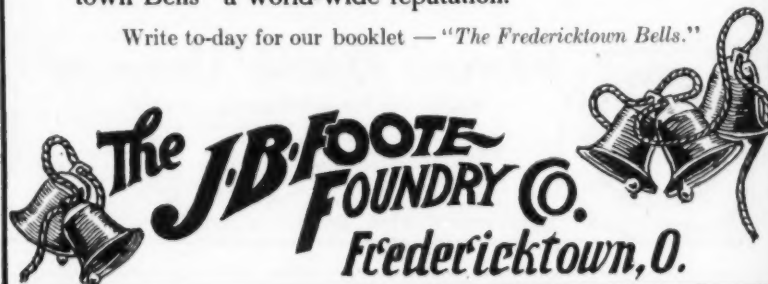


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two teachers having the same or equal qualifications for a position are recommended by this bureau. In reply to this question I would state that no such complaint has reached us and if such had been made undoubtedly we should have received such information.

"In view of the number of teachers enrolled in our bureau and the number who have been located in satisfactory positions during this, our first year of service, we feel that this department has shown ample justification for its existence and that it has been of great service to the schools of the state by bringing well qualified teachers into communication with employing officers who desire to fill vacancies in their schools."

Officers for 1914-1915.

After the close of the discussion following Mr. Critchett's paper, the nominating committee presented its report, which was unanimously accepted. The officers chosen for 1914-1915 are:

President—Hon. O. M. Plummer, President of the Board of Education, Portland, Ore.

Vice-President—Prof. Edward C. Elliott, Head of the Department of School Administration, University of Wisconsin, Madison, Wis.

Secretary—Frank M. Bruce, Publisher, American School Board Journal, Milwaukee, Wis.

The report was presented by Supt. T. J. Jones, West Allis, Wis., Prin. Theo. Hansen, Valley City, N. D., Prin. D. H. Painter, Minneapolis, Minn.

THE PURPOSE OF THE LIBERAL COLLEGE

Alexander Meiklejohn, President of Amherst College

There are many different interpretations of the purpose of the liberal college. They are all partially true, but most of them are false, as accounts of the primary aim of liberal education.

The liberal college is not simply a quiet retreat, shut off from the conflicts of real life. The warfare of ideas may be quiet, but it is not shut off from the affairs of life; it is fundamental to them all.

The liberal college is not a place where boys may seek "culture" in the same sense which shall make them consciously superior to their fellows. Genuine culture is always a by-product. It comes not by seeking but by doing something worth while.

The liberal college is not concerned merely with the classics, if by that is meant a study of the past. No people were ever more modern in spirit than the Greeks. Their language and literature, their art and philosophy are well worthy of our study. But perhaps the best les-

son they have to give us is that of the vital necessity of knowledge of our own time and our own people.

The liberal college is not an institution which has lost its mission. It is sometimes said that since the college was founded to train ministers and since that work is now done by the theological schools, it has no longer any justification for its existence. But the old college had something to give, not only to ministers, but also to doctors, lawyers, teachers, and business men. And the new liberal college has the same mission for men whatever their calling is to be.

It is sometimes said that the task of the liberal college is simply to train boys to think, to give them intellectual method, and hence it makes very little difference what they think about, what courses they take, during the college years. But if thinking is worth doing, those four years of school should not be wasted.

There are certain essential and fundamental

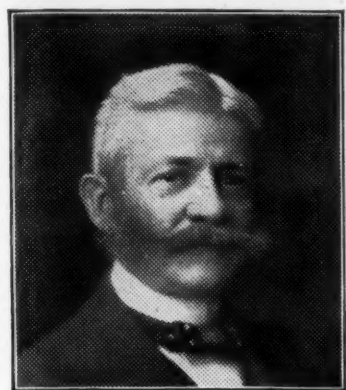
interests to which any liberally educated man should give attention, and no man is liberally educated unless he has in some way or other dealt with them in his own experience.

Finally, the liberal college is not merely an institution for training "Scholars," men who are to be by profession "investigators" in some field of learning. In a democratic society the liberal college is seeking, not the specially intellectual boy, but the average American boy, and it prefers to train him for life, whatever his profession or calling may be.

The fundamental principle of the liberal college, like that of all advanced education, technical or professional, rests on the opposition of action by custom and action by intelligence. All schools alike, believe that activities guided by ideas are, in the long run, more successful than activities determined by habit and hearsay.

The liberal college has, therefore, selected one group of activities for study. Just as the bridge-builder studies mathematics and applied mechanics, just as the physician studies chemistry and biology, so the teacher in the liberal college studies those activities which are common to all men. We believe that human living can be made more successful if man understood it. We set our boys, or should set them, to the study of the religious life, the moral problems, the social and economic institutions, the world of physical and natural phenomena, the records of literature and history. Here are features of human living common to all men. To understand them, to be acquainted with them, is to be liberally educated.

There are men who would prefer that their sons be not educated with regard to religion, morals, social and economic problems. These men want all the new appliances in farming, all the recent devices and inventions in transportation and engineering, but they would prefer that the fundamental things of life be left to habit, tradition and instinct.



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MILES C. HOLDEN, President

As against such men, the liberal college is up in arms. There never was a time when men needed light on the great human affairs, the things we have in common, more than we need it now.

Intelligence has improved our roads and bridges; it will improve ourselves and our living. The task of the liberal college is quite as definite as that of any technical school. Its day is not ending, it is just beginning to dawn.

realm of speculation. That a fund so accumulated will prove sufficient is not mathematically demonstrable, and such a scheme should be abandoned for a better.

Fixed annuities payable thruout the remaining life of the beneficiaries should be paid only on the basis of age. This is sound insurance. The premium charged for such insurance should be adequate, and is ascertainable. If it be alleged that such a charge is a severe burden upon the poorly paid teacher, and that California, for example, offers its teachers equal protection at a flat rate of \$12 to Massachusetts, that charges a minimum of \$35, we can only say that the latter is sound and New York experience justifies the prediction that in a decade or less California teachers will be seeking amendments to the law. We can further point out that Massachusetts refunds total contributions with interest to teachers withdrawing from service, and California does not. If a sound premium rate proves an unbearable burden, be assured salaries will go up, for there is no reason for believing that the public will, in the long run, stand for the poorer teaching that would follow a permanent reduction in salaries.

An Exact Basis Needed.

If disability is to be included as a cause for retirement, only two safe methods are open. One, advocated by the Carnegie Foundation in its Seventh Annual Report, is to pay the annuity purchasable by the teacher's contributions at the age of retirement and supplement this by an equal amount from the state fund when the years of service exceed a fixed number. While this method may be financially sound, it is hopelessly inadequate. An annuity of \$100 or less will not remove from the service the unfortunate sufferer from chronic dyspepsia, neuritis or other physical disorders to which teachers are heirs, which render their presence in the schoolroom a positive injury to the children in

(Concluded on Page 36)

TEACHERS' PENSIONS

W. I. Hamilton, Agent, Massachusetts Board of Education, Boston, Mass.

As a nation, we have made marked progress in the development of retirement funds for teachers. Seven years ago, two states were paying retirement allowances to teachers out of state funds. Now twelve have made more or less satisfactory provisions for such payments. These states contain over twenty-five per cent of the population of the country. Twenty-five states have enacted laws of varying scope regarding teachers' retirement allowances, with the result that nearly one-third of the teaching force of the public schools of the United States now has the protection afforded by some sort of a pension system.

A Statement of Principles.

Current knowledge of teachers' retirement funds makes possible certain assertion of principles that are now proven to all fair minded students of the problem. Among them may be enumerated the following:

The straight, or gratuitous, pension as applied to teachers does not, and, probably on account of its expense to the public, as well as the question of public policy, never will, meet the needs of the public school service. On the part of the public there is a growing hostility toward such payments, but an increasing willingness to participate in helping those who help themselves.

The cost of a contributory system to teachers will, to a degree, be shifted over to the public in the form of higher salaries, particularly in the case of the lowest paid teachers, but even so, the

by-product of such a system, the habit of regularly saving a part of ones income is of no small value, considering the number of people involved.

The custody of the accumulated savings by the state or municipality, forced savings tho they may be, guarantees safe investment for a group of people not heretofore conspicuously successful in their investments.

Must Return Contributions.

The return of the total amount of all savings with compound interest to the teacher who withdraws from service before being retired should be guaranteed in every retirement system hereafter established. Retaining any portion of these savings is absolutely unjustifiable so long as teaching remains a short-lived profession. Under existing conditions the average teaching life of all who enter teaching is less than eight years. On the basis of such statistics as we have, not over ten per cent of those who teach ever reach the age, or term of service, required for retirement on a pension. Taxing the ninety per cent for the benefit of the ten per cent is not defensible.

The justification heretofore alleged for retaining a portion of a withdrawing teacher's contributions has been the promise of payment of allowances for disability after a fixed term of service, if disability should occur. This promise is the feature in which most retirement systems depart from insurance actualities, and enter the

August Deliveries

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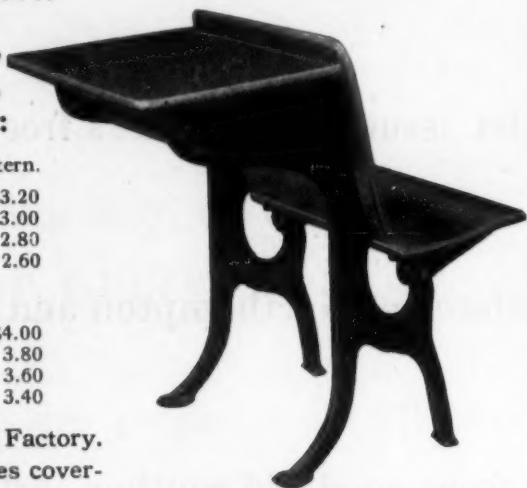
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TEACHERS' PENSIONS.

(Concluded from Page 33)

their care; but will continue their presence because of the sharp necessity of earning a living until they collapse. The other method has not yet been tried in this country, but it promises the only rational solution of an urgent problem. We should establish a disability fund, probably on a mutual insurance basis, and certainly charging a sufficient premium to guarantee decent retirement allowances. At present, we are unable to do this because we know little or nothing about the occupation risk of teaching; we have no complete or reliable statistics on which to base either rates or equitable annuities. We have not these figures because thus far we have preferred to "guess" rather than investigate; but the time is now ripe for an investigation that will result in real knowledge. May we soon have it, and be freed from "the trial and error" substitution for mathematical formulae.

SOME PHASES OF THE HEALTH SUPERVISION OF SCHOOLS.

L. N. Hines, Superintendent of Schools, Crawfordsville, Indiana.

There are many protests that the school is having too many duties handed over to it, but the school is helpless, under the circumstances. The growth of the idea that the child belongs to the state leads readily to the conclusion that the state must help the child thru the school, to have a sound body in which to keep his mind, which must also be sound.

The schools of the land are teaching children everything from filing a saw to Greek roots, from laying brick to Old English poetry, from baking biscuits to scanning Virgil, from scrubbing bath tubs to the beauties of the sonnet, from washing teeth to public speaking, from home nursing to the French language and literature. In face of the facts is there anything incongruous in teaching children to keep clean and to look after their health?

In addition to looking after the child's health in the school, the school authorities are beginning to inquire into the home conditions of the pupils. This may seem like an invasion of the rights of the home, but it is a natural conclusion to be reached by following the logic of the situation. The child belongs to the State as well as to the family; his health must be looked after; the home cares for the child a good part of the time—such is the reasoning.

The task of the supervisor of the health of pupils may be divided into several parts. These parts are as follows:

1. To see that the child is properly clothed.
2. To see that the child is physically clean.
3. To see that his eyes and ears are all right and are properly cared for.
4. To see that his teeth are sound and are kept clean.
5. To see that he is shielded as far as possible from contagion.
6. To see that, in case of contagion, the patient gets the best possible care and exposes as little as possible other children to the dangers of contracting the same disease.
7. To see that all conditions about the school are as they should be as to light, heat, recess periods, playgrounds, drinking water, drainage of the school premises, the presence in the neighborhood of offensive conditions, etc.
8. To see that teachers and janitors are free from disease.
9. To see that the State or other agencies provide clothes, food, means of cleanliness, medical attention, etc., when the parents are unable to furnish the same.
10. To see that patrons and taxpayers understand what is going on and see the necessity of it.
11. To see that public funds are provided wherewith to do all the things enumerated above.
12. To keep thoroly posted on all the newest and best things in health matters.

13. To think of anything that has been left out and see that it gets the attention its importance deserves.

The above program is formidable but it must be carried out. There is much that is hopeful in the situation in this country, not only in the character of legislation that is being passed, but in the direction that public sentiment is taking. Some States are passing laws that permit health inspection and other progressive activities. There are hopeful signs.

Every school community should have the services of a school physician at its disposal. Every child, every year, should have at least an investigation of his physical condition. Many cities are having this now and others are falling in line.

Some figures go to show further need of public enlightenment which are given in a recent issue of the New York Times. The statistics go something as follows: New York State spends annually for health preservation 17/10 cents per inhabitant; Massachusetts, 4 2/10; Indiana, 1 7/10; Kansas, 2 7/10, etc. Fifty of the largest cities of the country averaged in 1911, 30 cents per inhabitant for prevention of disease and loss of life, while the average in the same cities for fire prevention was \$1.63 per capita. The number of preventable deaths was 117,724, involving an economic loss of two hundred million dollars. Four typical cities are cited:

Minneapolis, fire prevention, \$1.67 per capita, disease prevention, 14 cents.

Portland, Ore., fire, \$1.91, health, \$0.13.

Louisville, fire, \$1.36, health, \$0.12.

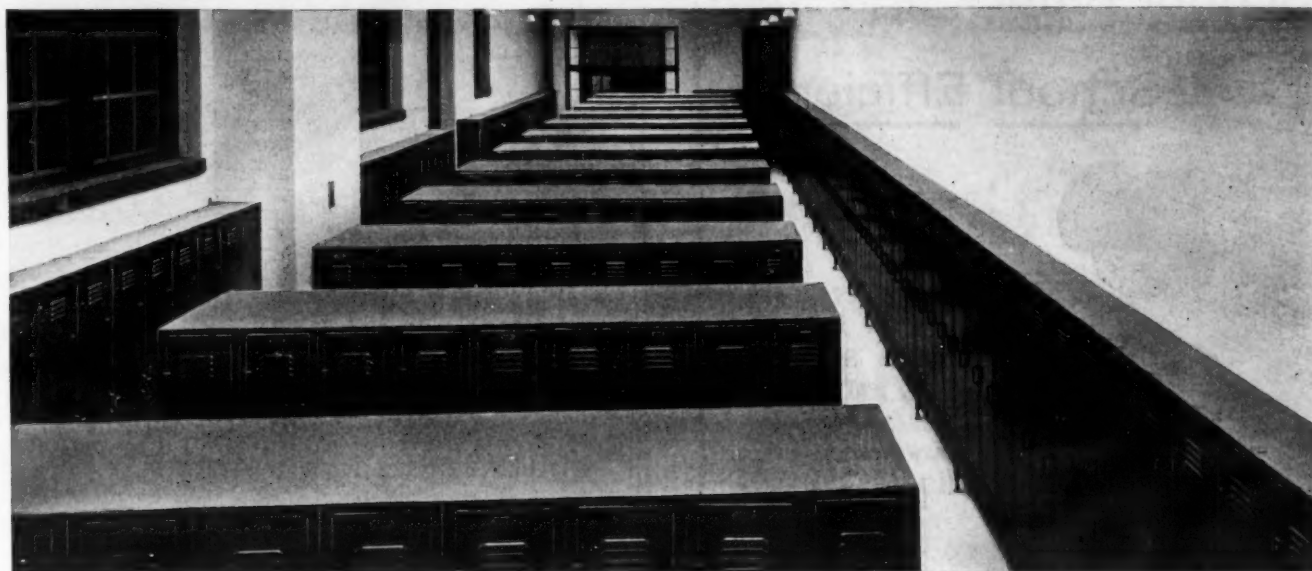
Providence, fire, \$1.99, health, \$0.11.

Prevention of fires is all right, but why not prevent sickness and death as well? ?

The school health supervisor must not be discouraged by such a state of the public opinion as is shown by the above but must go right on and do the brave work to which he has set himself. It is a great work and is worth the doing a thousand times over.

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MR. DAVIS ELECTED.

District Superintendent John W. Davis was elected director of the new Bureau of Compulsory Education, School Census and Child Welfare of the Board of Education of New York City at the July meeting of the Board. The importance of the new position and Superintendent Davis's qualifications for the position were presented by the Board of Superintendents in the following reasons for nominating him:

"The office of director of the Bureau of Compulsory Education, School Census and Child Welfare demands for its successful administration the following qualifications, and extensive knowledge of the school system; a belief that preventive means should be largely employed in dealing with truancy; an acquaintance with philanthropic bodies organized for the removal of social and economic conditions that lead to absence from school, and a willingness to co-operate with such bodies; executive ability to manage the large number of officers engaged in improving attendance and in taking census statistics; familiarity with office practice, that reports may be intelligently interpreted, suitably reported, and properly filed; sympathy with the child and an appreciation of his needs; knowledge of legal procedure in dealing with cases that must be brought to court; promptness and decision in handling violations of law.

"In the opinion of the Board of Superintendents John W. Davis, at present District Superintendent assigned to districts six and seven, possesses to a higher degree than any other candidate the qualifications enumerated above, and he was nominated for the office of director of the Bureau of Compulsory Education, School Census and Child Welfare at the meeting of the Board of Superintendents held on May 21, 1914.

"His experience in dealing with matters of truancy and non-attendance has been successful as teacher, as principal, and as District Superintendent. As principal of P. S. 8, The Bronx, he employed various plans of organization to interest the boys in school, thereby diminishing a tendency to truancy and delinquency. He secured co-operation between school and home by means of Parents' Associations. He obtained the assistance of the Gerry Society to

break up truancy in connection with the Morris Park race track, and secured the aid of the local clergymen in minimizing absence among children of foreign parentage.

"As District Superintendent he made a census of the lower Bronx for the purpose of discovering possible cases of non-attendance, and of properly distributing pupils among the schools. His co-operation with the several organizations engaged in social welfare diminished truancy

and non-attendance due to social and economic conditions.

"The truancy problem in Districts 23, 24, 6 and 7 is complicated by part time conditions, and Mr. Davis's experience in dealing with his problem is a valuable asset. While in the Bronx Mr. Davis was successful in his surveillance of boys who had gone to work with certificates of employment, but who had intervals of non-employment. In his study of this problem in Districts 6 and 7 he has arranged for the formation of a special class of non-employed holders of employment certificates.

"Mr. Davis's executive ability may be well gauged by his success in supervising principals and teachers. Mr. Davis had some business experience during the early part of his career; he has lectured to bodies of teachers on office practice; he originated in 1906 the duplicate card system now in use, whereby the efficiency of the work of the attendance officers was largely increased and their reports made much more valuable. His work as teacher, principal and District Superintendent has abundantly shown that he knows child-nature and has a due appreciation of the needs of the child. His experience as District Superintendent has familiarized him with the legal procedure necessary to enforce the Compulsory Education and Child labor laws. All of his work has been characterized by promptness and decision, and his success in reducing truancy in both of his assignments as District Superintendent is evidence that as director of the new bureau his work will be energetic and efficient."

A six-year high-school course has been proposed for the city high schools of Detroit, Mich. At present such a plan is in operation at the McMillan High School and to a certain extent at the George and Norvell Junior High Schools.

With the change in organization, high-school work would be begun at the seventh year of the grade schools with a view of giving the pupils more flexibility in the choice of subjects. According to Supt. Charles Chadsey, two years of college work will ultimately be included in the course of study, altho this will not materialize for a number of years.



JOHN W. DAVIS

Director, Bureau of Attendance, New York, N. Y.

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PREPARING FOR THE OPENING OF SCHOOL.

In connection with the annual meetings of school boards in the state of Pennsylvania, the State Board of Education recently addressed circular letters to the officials of the respective boards, containing the following instructions:

"Every school property should be thoroughly inspected and conditions noted as to floors, windows, stoves, furnaces and other equipment. Provision should be made for all necessary repairs. Broken window panes should be replaced and windows adjusted so that they can be readily opened for purposes of ventilation. Porches and porch steps should be put into condition to avoid accident. Worn out thresholds should be renewed; chimneys, stoves and furnaces should be cleaned and put in good condition for use when school opens in the fall. If interiors need painting, the walls should be colored neutral gray or light buff, and the ceiling an ivory white, which makes a good reflecting surface. Glaring white walls are a positive injury to eyesight, and colors having an excess of blue or green make the room cold and cheerless.

"Every schoolroom should have a thorough cleaning before the opening of the next term. The floors and woodwork should be scrubbed, all rubbish removed from the basement, and the walls white-washed. It may be necessary to house children in an old building, but there is no reason why it should not be made clean and sanitary. The method of supplying drinking water from a pail, open to dust and contaminated air, should be discarded. Provision should be made for a covered stone tank or other receptacle with a faucet, and, if individual cups are not provided, each pupil should be required to bring his own. The common drinking cup and the common water

pail are menaces to good health and in direct violation of the law.

"Special consideration should be given to outside sanitariums. Many of these outbuildings are thoroughly disgraceful, a menace to health and morals. Perhaps nowhere in the rural school equipment is radical reform so much needed. Where conditions require the use of outdoor toilets, they should be substantially built and the entrances properly screened. They should be cleaned and the wastes disposed of. The excreta should be removed from the vaults or covered with earth, lime or sawdust. The law specifically enjoins upon directors the duty of making provision for keeping toilets in a clean and sanitary condition.

"Every schoolroom ought to be made pleasant and homelike. The surroundings ought to be such as to develop good taste and orderliness. Education has hardly a more important object than to develop habits of cleanliness and good order."

AMONG BOARDS OF EDUCATION.

The school board of Erie, Pa., has outlined a new plan of school administration by which the president of the board has been made the executive head of the school system, the superintendent of schools the administrative head of the instruction department, and the business manager the head of the business department.

The reorganization of committees of the board has been effected with the appointment of two committees,—the instruction committee, consisting of five members, with the superintendent as official adviser; the finance and property committee, consisting of five members, with the business manager as official adviser. The president of the board is a member of both committees and the business manager and superintendent are present at all meetings. Committee meetings are held weekly and board meetings monthly. Officials and employees of the respective departments are under the direct control of either the Superintendent of Schools or the Business Manager as the case may be.

St. Louis, Mo. Under the system of handling the lunchrooms conducted by the school board, it has been found by the school authorities that not only the overhead, or fixed, expense is ex-

cessive, but the buying capacity is not fully taken advantage of, and in a number of ways not as advantageously handled as could be done under different methods. It has been pointed out that the business of these lunchrooms is of such proportions that it has become necessary to devise a system for the most economical and practical operation of the same. The supply commissioner of the board, Mr. E. M. Brown, has to this end, recommended the following plan:

(a) That with the opening of the next school year, the present system of a separate manager for each luncheon be discontinued, and that a concentrated system of management be adopted with one general manager in charge, and an assistant in each lunchroom.

(b) That the present list of positions of the help be revised to conform to the proposed system, and that the list of positions, with salaries, be reported to the proper committee for approval.

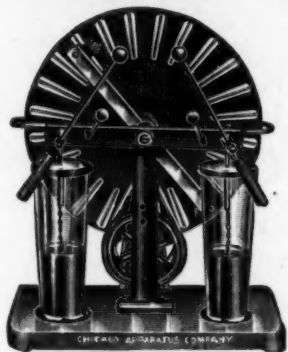
(c) That the cost of lunches be reduced twenty per cent, making the cost of portions four cents each, without reduction in either the size or quality of the portions served.

It is the opinion of the Commissioner that the concentration of management, collective buying of staples, uniform baking of all bread stuffs and a uniform advantage taken of labor-saving devices, would make it possible to reduce the cost of lunches served to students. An experiment conducted in March last in three of the schools has borne out this contention.

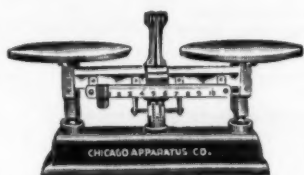
Elmira, N. Y. A recent report on the school savings of the public schools shows an increase in deposits of 6,044 and in the amount of cash received of \$3,876.12. The total average attendance of pupils is 4,442 in the grammar schools and the number of depositors is 3,296. The total number of deposits of the schools is 105,372 and the total amount deposited is \$36,350, with withdrawals of \$10,172, making a balance of \$26,178.

For the year 1914, the number of deposits was 32,761, the number of deposit days 38, and the amount of cash turned in was \$12,566. The highest place, in point of cash, turned in, was held by School No. 1 with a total of 5,068 deposits and \$1,407 in money. The lowest place

(Concluded on Page 40)



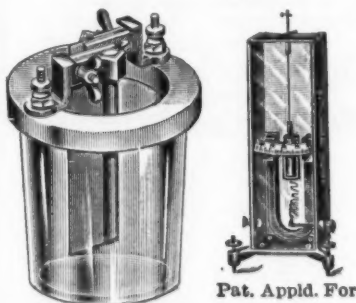
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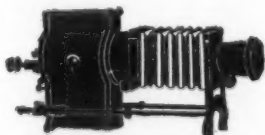
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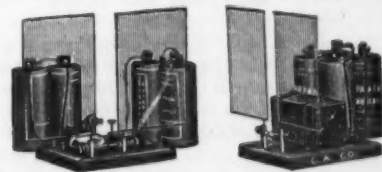
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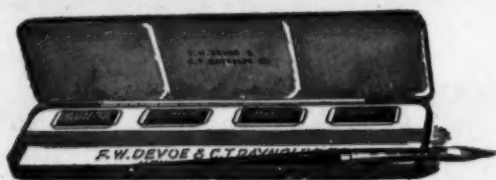
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(School Board Journal-Jan.)



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AMONG BOARDS OF EDUCATION.

(Concluded from Page 38)

was taken by a school with 157 depositors and \$60 in cash. In view of the attendance, School No. 11 held the leading place, but the deposits were 2,568 and the cash received \$1,165. Five schools were about equal in the final results, showing cash deposits respectively of \$1,407, \$1,107, \$1,001, \$1,368 and \$1,061. Of these, the largest number of deposits in any one case was that of School No. 1 with 5,068 and the lowest School No. 7 with 2,894.

Muscatine, Ia. The members of the school board have recently pointed out the need for an efficiency standard for teachers. The sentiment favorable to such a standard was expressed, but the members failed to unite on a law making it compulsory.

Des Moines, Ia. Playgrounds were opened recently in four school-yards under the joint control of the school board and the city council. The activities carried on during the playground season are conducted according to a special schedule and include the following:

Morning.

9:30 to 9:45—Putting up swings, tilts, slides, sand boxes, etc.

11:00 to 11:15—Directed play under charge of instructor; active games for children; ball games and running games.

Afternoon.

2:00 to 2:30—Quiet games, Monday, Wednesday and Friday; story telling, Tuesday, Thursday and Saturday; sewing raffia daily.

2:30 to 2:45—Folk dancing daily; advanced folk dancing, Saturday.

2:45 to 4:45—Active athletic games, boys and girls captain ball, volley ball, playground ball, baseball.

4:45 to 5:00—Collection of material and closing exercises.

Free play is permitted from 9:45 a. m. to 4:45 p. m. each day. All manner of children's sports are provided.

Joliet, Ill. The school board has extended the school day by the addition of one 40-minute period and fixed the dismissal at 3:10 p. m.

The school board of Joliet, Ill., has granted the school janitors a raise of five per cent in wages.

The present yearly salary of janitors in the city schools is \$750 to \$800.

The school board of Joliet, Ill., has adopted a recommendation to the effect that all bills must be O. K'd before they reach the school clerk. Failure to do so will necessitate the return of the bills to the proper persons and the delay of the payment for same.

Pawtucket, R. I. Mr. Philip C. Sheldon, for the past eight years secretary of the school board, has resigned and has been succeeded by Thomas Park, formerly with the Pawtucket Gas Company.

Bellaire, O. The school board, by a vote of four to three, has eliminated the study of German in the fourth, fifth and sixth grades of the graded schools.

Boone, Ia. Mr. J. J. Snell, secretary of the school board for 23 years, resigned his position on July first and was succeeded by Mr. R. F. Duckworth.

York, Pa. Mr. M. O. Lewis, supervisor of buildings and grounds, has been re-elected with a salary of \$1,500 per year.

The school board of York, Pa., has decided to return to the former two-session plan for the high school. A recent experiment with the one-session was followed by complaints from parents of the students.

Mr. George Melcher, well known as an educator in Missouri, has been appointed as director of the new Bureau of Efficiency for the public schools of Kansas City. Mr. Melcher in preparation for his work, made a trip to a number of the Eastern cities investigating bureaus of this kind.

Omaha, Neb. The school board has reopened the school buildings for public meetings and social center purposes. Political and religious meetings remain barred from the privilege of the schools but questions of general interest and educational subjects may be discussed.

Mr. E. R. Saylor, president of the board of education at Springfield, Ill., has been offered the superintendency of the Odd Fellows' Home at Mattoon and has signified his intention of resigning from the board.

Mr. H. H. Buckhout, for the past six years secretary of the board of education at Kalamazoo, Mich., has resigned to become assistant

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steward of the Michigan State Hospital. The appointment gives Mr. Buckhout a substantial increase in salary over that received as secretary of the board of education.

Davenport, Ia. Mr. J. D. McCollister, for the past fifteen years secretary of the school board, has been re-elected.

Bellingham, Wash. Mr. F. B. Graves, formerly city comptroller, has been elected secretary of the school board to succeed William Asher.

Aurora, Ill. The city authorities have made a regulation by which ground within a block from a school building is designated as a "danger zone." Automobilists coming within these zones are required to exercise care and to reduce speed. The new rule is the result of the increase in swiftly moving cars and vehicles which have come with the change in city modern life.

Des Moines, Ia. Mr. A. L. Clinite, for a number of years secretary of the school board, has been re-elected.

Dayton, O. The school board has provided for the establishment of three ungraded schools for the next school year intended especially for the benefit of foreign children.

The close relation of the Reading, Pa., Public Museum and Art Gallery to the schools of the community is reflected in a recent bulletin of Supt. Chas. S. Foos. The museum has been in existence since 1904 and has a considerable collection of the chief industrial and commercial products of the world, ethnological material and historic objects. The double purpose of affording popular educational displays for the public at large and of making the collections of direct pedagogic value to the Reading schools, has guided the director of the museum. In the Department of Art, a small collection of famous masters, and a number of modern American artists, a total of 62 paintings, have been displayed. In addition, a number of fine marbles, mosaics and a collection of ancient pottery have been bought.

Altoona, Pa. The high-school lunchroom, during the past year, was able to serve lunches daily to 1,500 students at a cost of from seven and one-half to ten cents per student. That the lunchroom is conducted at a profit is evident when it is stated that the annual surplus is about \$400.

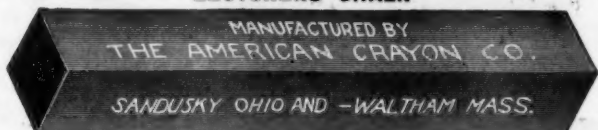
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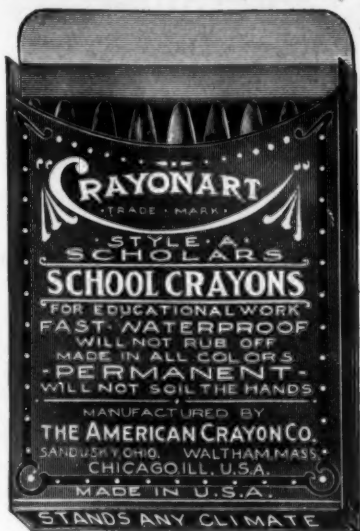
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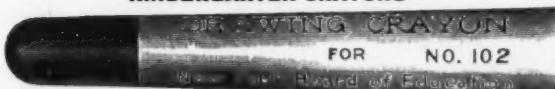


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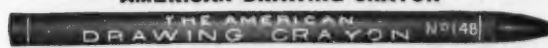
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New Rules

Use of School Buildings.

The school board of St. Louis, Mo., has prepared a set of regulations whereby school buildings and grounds may be used by educational and civic organizations under the control of the school authorities.

The new rules provide that persons desiring to use a building or school-yard shall indemnify the board for any loss by damage, and where an injury has been done, the bill must be paid promptly or the association will be barred from further privileges.

The use of tobacco and intoxicants in school buildings is barred at all times. Mothers' and fathers' clubs and school patrons' alliances will be permitted to use the schools free if the meetings do not conflict with the regular school sessions. Fees will be required of all societies or associations for social recreation, entertainments or amusements.

Arrangements for all gatherings must at all times be subject to the approval of the Superintendent and the Commissioner of Buildings. No charge will be made for baths, but a special permit will be necessary and a slight charge will be made for soap and towels.

Afternoon meetings must not extend beyond five o'clock in the afternoon and evening sessions after ten-thirty o'clock. Admission fees at the entrances are prohibited, but any society or association may exact a charge and collect the same outside of the school grounds.

During the winter months, when heat and light are necessary, the rates will be \$2 for single rooms and \$10 for auditoriums. Without heat or light, a charge of \$1 will be made for single rooms and \$8 for auditoriums.

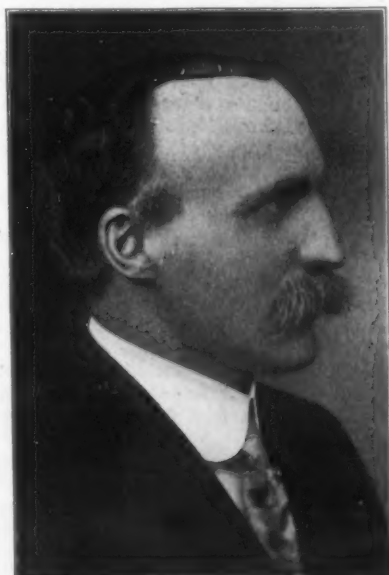
NEW RULES AND REGULATIONS.

The school board of Brookline, Mass., has amended its rules governing the admittance of

new pupils into the schools and the exclusion of those who are suspected of being afflicted with contagious diseases. The rules read:

Pupils may be admitted to the kindergartens at the age of 3½ years, and to the primary schools at the age of 5 years, if qualified. No child shall be admitted as pupil in any school until a physician's certificate has been furnished the principal that the child has been successfully vaccinated, or giving the reason why said child is not a fit subject for vaccination. A certificate giving the reason why a child is not a fit subject for vaccination shall be valid for one year only from the date when it is written.

Any child who is ill with scarlet fever, diphtheria, small pox, cholera, chicken pox, measles, German measles, mumps, whooping cough, tuberculosis, cerebro-spinal-meningitis, infantile paralysis, or other communicable disease, or any child who has been exposed to the same or who is a carrier of disease, shall be excluded from school as directed by the orders of



MR. ULYSSES G. WHEELER
Superintendent of Schools-Elect, Newton, Mass.

the Board of Health posted in each schoolroom. Re-admittance shall be subject to the approval of the medical inspector of the schools.

The school board of North Adams, Mass., has passed a rule barring secret societies in the high school. Such societies will not be permitted in the future without the sanction of the board.

Educational Changes in Idaho.

A radical change in the organization of higher education in the state of Idaho is proposed in a report of Dr. Edward O. Sisson, State Commissioner of Education, and Miss Grace Shepherd, Superintendent of Public Instruction. The proposed changes are to be acted upon by the State Board of Education involving the abandonment of the normal school at Albion, the establishment of Junior Colleges at Pocatello and Boise, and the correlation of the Lewiston Normal School with the State University. The Junior Colleges are to offer two-year courses and are to serve sections of the state not readily accessible to the University. They will be parts of the city high schools in which they will be located. A further change is the abolition of the office of State Superintendent of Public Instruction by constitutional amendment. The functions of the office are now discharged by the Commissioner of Education.

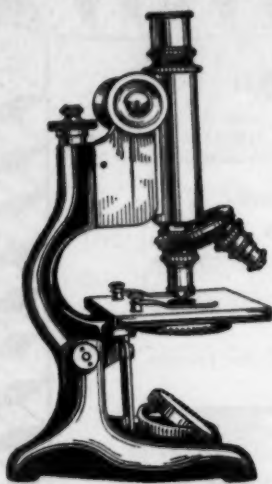
Practice Sheets in Fundamental Operations.

Mr. Charles M. Lamprey of the Martin School, Boston, has arranged to sell his Practice Sheets in multiplication, addition, subtraction and division, at cost, to schools which desire to undertake improvement work in the upper grades.

The sheets have been used with notable success during the past year in the Martin school and 350,000 have been sold, at cost, to other schools. Score sheets and letters of explanation to parents and teachers are also offered by Mr. Lamprey.

J. J. Savitz, supervising principal of the public schools of Westfield, N. J., on July 8th, was granted a leave of absence for one year without pay. It is Mr. Savitz's intention to engage in a study of educational methods in both this country and abroad in order to better prepare himself for his own work in the Westfield schools.

Morristown, Tenn. Mr. Daniel T. Rogers, of Chattanooga, has been elected superintendent of schools.



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This book is filled from cover to cover with practical information on planning gymnasiums.

It presents the most up-to-date ideas based on many years' experience in outfitting gymnasiums for Schools, Colleges, Y. M. C. A.'s, Clubs, etc.

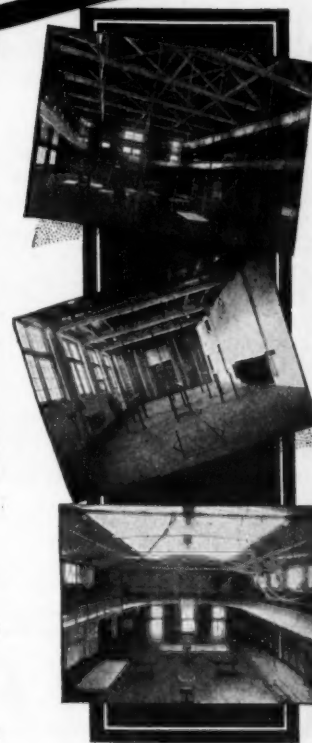
It covers every phase in the construction, equipment and administration of the Department of Physical Training. Besides the gymnasium proper, it thoroughly treats such subjects as

Swimming Pool
Locker Rooms
Locker Systems
Directors' Offices
Heat and Light

Special Exercise Rooms
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It makes a valuable reference and it's free for the asking.

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TEACHERS' SALARIES.

Dallas, Tex. The school board has adopted the policy of fixing the salaries of all principals, high-school instructors and supernumeraries at the time of their election to a teaching position. In the past, the salaries of teachers have been fixed by schedule. The new schedule provides that with the exception of principals, high-school instructors and supernumeraries, those who have had experience before 1912 shall be paid a minimum wage of \$55. Increases of \$2.75 per year will be given for service extending beyond that time. For each year's experience after 1912, the salary will be increased \$4.00. The previous schedule for the payment of teachers in the negro grade schools has been readopted.

Boston, Mass. The school board has ruled that teachers of kindergartens who are assigned work not more than three afternoons each week in classes of the first three grades, shall receive additional compensation for such service at the rate of \$1.00 per session.

The Buffalo ordinance relating to special assistants in the high schools has been amended to read as follows: "Seven special assistants in each of the above named high schools shall receive, respectively, a minimum salary of \$1,200, an annual increase of \$100 and maximum of \$1,700, and at the discretion of the Superintendent of Education for special reasons a maximum of \$1,800, provided that the Superintendent shall in each such case communicate to the Common Council the fact that he has allowed said increase in excess of \$1,700 and his reason therefor. The Superintendent of Education shall have power to leave any one or more of these positions vacant."

Boston, Mass. The school board has reduced the pay of principals in the evening high schools from \$8 to \$6 and in the evening elementary schools from \$6 to \$4.

Allentown, Pa. The school board by a vote of 6 to 2, has adopted a new salary schedule by which the sum of \$27,400 has been added to the payroll of teachers. The principals of the grade schools are increased from \$600 to \$900; from \$700 to \$1,000; from \$750 to \$1,050; from \$800 to \$1,100; from \$950 to \$1,150.

The teachers in the Pioneer open air school are increased from \$750 to \$900, and Supervisors from \$800 to \$1,000.

Detroit, Mich. The school board, on June 9th, adopted without discussion, an amendment to the teachers' committee report by which a dozen teachers have been granted increases in salary ranging from \$10 to \$20 per month. Promotions of as many more were made to first and second assistant principalships. The adopted report gives increases to those teachers who went abroad on Sabbatical leave of absence a year ago and against whom a ruling was afterward made denying them pay for the time so employed by them, despite an understanding to the contrary.

Malden, Mass. After a fight of three years, the teachers in the public schools recently won a victory in the matter of increased salaries when the board voted to increase the maximum pay of teachers of grammar schools to \$800 per year. Raises have been fixed at \$25 per year.

Dallas, Tex. The school board has adopted a recommendation to the effect that the maximum salary of teachers in the white schools shall be \$1,600 for the ensuing year. High-school instructors who have been reelected and who have not received the maximum salary are to be paid an increase of \$50 per year. It is provided that high-school teachers must hold a degree from a college or university approved by the state before they will be given increases.

A further provision calls for a selection of teachers from the corps of those not holding degrees, of not more than four, to be delegated as unassigned teachers. Their duties will consist of special work under the direction of the superintendent along the line of investigation for strengthening the work of the schools, improving the general efficiency and meeting emergencies as they arise, and to act as general supernumeraries.

The board also revised the salary schedule for principals of the white graded schools by which salaries are fixed according to four groups as follows: Group A, maximum, \$1,800; group B, \$1,600, and group C, \$1,400. The salary of any principal is determined by the present salary received, with an increase of \$50 per year until

the maximum is reached and is fixed upon multiples of \$5.

Mobile, Ala. The school board has revised the schedule for teachers' salaries on the basis of efficiency and length of service. It is the intention of the school authorities to make promotions for good work and to reward merit on the part of those who show extra capability. The different groups of instructors and the salaries attached are:

Division No. 1.

Length of service seven years and over. Grade A, \$72.50; grade B, \$67.50; grade C, \$60.

Division No. 2.

Length of service four, five and six years. Grade A, \$65; grade B, \$57.50; grade C, \$52.50.

Division No. 3.

Length of service two and three years. Grade A, \$55; grade B, \$52.50; grade C, \$50.

Country Schools.

Length of service one, two and three years. Grade A, \$53; grade B, \$51.50; grade C, \$50.

Length of service four years and more. Grade A, \$57; grade B, \$55; grade C, \$53; beginners, \$50.

The net result makes an aggregate increase in the teachers' payroll of approximately \$2,818.80 per annum.

Batavia, N. Y. The salaries of grade teachers have been raised with an increase of \$25 in the minimum and \$50 in the maximum.

Teachers who are absent on account of personal illness will receive half pay for the time lost not to exceed ten days during a school year. If they are absent for a longer time they will lose full pay.

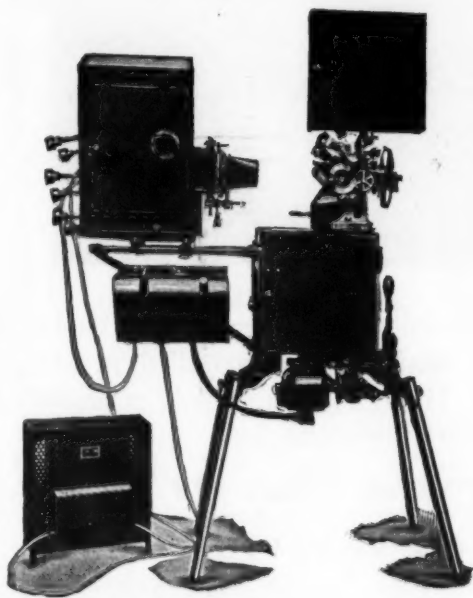
Grade teachers who have received the maximum salary of their grades for two years and who are classified in group "A" shall receive an increase of five per cent in their salary.

Carthage, Mo. Mr. S. H. Wood of Falls City, Neb., has been elected superintendent of schools to succeed the late J. M. White. Mr. Wood holds a degree from Drake University and has also taken a special course at Columbia. His latest position, as head of the Falls City schools, covered a period of seven years.

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NEW YORK CITY



As a means of providing greater expert supervision for the smaller schools of the city, Supt. I. I. Cammack of Kansas City, Mo., has organized the smaller buildings into groups under the direct control of supervising principals. Under the new system, the principals of the respective schools will become the assistants of the supervisors and the latter will attend to the supervisory duties connected with the schools. The plan has been in vogue for some time in a number of the large cities of the country and is considered the most successful method of giving the small schools the same advantages of expert attention as the larger ones.

Somerville, Mass. The school board has adopted a recommendation providing for the introduction of differentiated courses in the seventh, eighth and ninth grades of the Forster Grade School, effective in September. The program of studies has been arranged to offer the following courses: Preparatory, commercial, manual arts and academic, all of which courses shall devote approximately two-thirds of the time to the regular studies of the curriculum and one-third to differentiated courses.

Supt. Clark, in explaining the purpose, working and results of the system, expressed the opinion that the plan would probably be in common use within the next six or seven years. He said it provided work similar to that included in a junior high school and provided for the pupils entering the sixth grade an opportunity to decide what higher courses they desired to pursue.

A particularly suggestive form of school report has just been issued by Supt. A. R. Brubacher of Schenectady, N. Y. The report takes the form of a compact 32-page pamphlet and is devoted largely to the problems of the growth of school population, the elements of school en-

rollment by nationalities, etc., illustrations of non-promotion, elimination, part-time classes, retardation, etc. All the facts concerning the schools are shown by means of graphic charts, tables and exceedingly brief discussions. A summary and complete set of recommendations are added. The entire report is made as simple as possible so that it will be read and understood by members of the school board and by parents and citizens at large. The report is a fine type of the useful and usable school document.

Discussing changes in the city superintendencies of the state of Illinois, Mr. Francis G. Blair recently wrote:

"It is a matter of congratulation that there are practically no changes in superintendents in the larger cities of Illinois this year. While the sooner a poor superintendent has his tenure reduced to zero the better, a good superintendent should be removed only by the process of promotion. We must look to the principals and superintendents for educational leadership within their school districts. The development and maintenance of a sound school sentiment depends largely upon the kind of a person at the head of the local school system. A too frequent change in principals and superintendents interferes seriously with the development of right sentiment and right action in the educational affairs of a community."

Quincy, Ill. Supt. E. G. Bauman has recommended the establishment of ungraded rooms for the instruction of subnormal children. The separation of the mentally bright and the subnormal children is sought to relieve the instructors and to avoid retarding the remainder of the classes.

The attendance at Buffalo summer schools is larger this year than last, the total in vacation classes being 7,650. The grammar school registrations exceed last year by 1,100. Swimming lessons are becoming a popular feature of the summer work and this year the registration numbers 1,500. At each pool there are six periods daily and 30 pupils are taught at one time. Pools have been established at six different schools. Other popular courses are those in amateur photography and those for little mothers, in which girls are taught the care of babies, including bathing, dressing and feeding.

Hinsdale, N. H. Upon the recommendation of the superintendent, the school board has undertaken the reorganization of the public-school system by which it is planned to eliminate one grade below the high school. An Agricultural course is to be introduced in the high school including Manual Training and Domestic Science. It is the belief of the school authorities that the introduction of the new subjects will increase the attendance and stimulate the interest of the pupils to such an extent that they will continue in school after leaving the grammar grades. With the opening of the fall term, graduates of the eighth and ninth grades will become freshmen in the high school.

The school board of Los Angeles, Cal., has created the position of "home educator" to be filled by a woman appointee.

The duties of the new official will be to visit the homes of aliens, to educate them along modern lines of housekeeping and home building and to make them an influence when they come in contact with later arrivals. The subjects to be taken up include cooking, sewing, housekeeping, marketing, sanitation, care of children and other subjects of like nature.

The school board of Dallas, Texas, has adopted a recommendation for the reorganization of the high schools of the city, providing for the election of one principal for each and such other teachers as may be needed under the title of instructors. It is the purpose of the new rule to abolish the special heads of departments in these schools and to allow their appointment as instructors of any assigned subjects.

Grand Rapids, Mich. Owing to lack of accommodations, the school board has taken steps to introduce the Gary system of instruction in one of the schools. The school architect has been authorized to look into the matter of finding suitable buildings for use as gymnasiums.

Supt. W. K. Vance of Delaware, O., was elected president of the Ohio State Teachers' Association at the recent convention at Cedar Point.

Supt. Charles Lose of Williamsport, Pa., has resigned to become president of the Pennsylvania Central State Normal School at Lock Haven.

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See "Sweets" Page 944

THE FOLDING PARTITION CO., Inc.

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NEW YORK CITY

Mr. Lose is a native of Lycoming County, Pa. He was educated at Lafayette College and Bucknell University and began teaching at the age of 17 years. He was principal of the Montoursville high school one year and of the Lycoming County Normal School for four years. He was made county superintendent of Lycoming County by the state superintendent in 1884 to fill the vacancy caused by a death and was elected to the same position in 1887, 1890 and 1893. He relinquished the county superintendency to become city superintendent of Williamsport.

State Superintendent S. H. Thompson of Tennessee has announced the appointment of Mr. Samuel L. Smith of Clarksville, Tenn., to the office of Supervisor of Rural Schools just created.

The activities of the Rural Department will be conducted thru the General Education Board in conjunction with the Jeanes fund for negroes and will in that capacity give special attention to the development of rural schools among the colored people. The work is to be purely beneficial and is intended to direct the education of the colored children along the lines that will be most helpful including supervision, construction and sanitation of school buildings and general health of the school children.

Prof. Smith is a man of unusual ability, and while comparatively young, has given many years to school work. He is an undergraduate of Peabody College, a graduate of the Southwestern Presbyterian University and a graduate of the Chicago University. In the capacity of superintendent of the city schools of Clarksville, he has caused the schools to advance to a very high standard and his reputation has extended not only thru his own county but into many other counties and his services have been enlisted in a number of instances in advising educators of the state and country.

New York, N. Y. District superintendents John Dwyer and H. W. Jameson have been re-elected to their present positions for a term of six years at \$5,000 per year respectively.

Portland, Ore. The salary of Supt. L. R. Alderman has been raised from \$4,500 to \$5,000 per year.

New York, N. Y. Associate City Superintendent Andrew W. Edson has been unanimously re-

elected by the Board of Education for the full term of six years from Sept. 24 next. The committee on nominations submitted a report outlining his record in the local schools and emphasizing his particular contributions to school improvement. The secretary cast the necessary ballot.

Fort Madison, Ia. Mr. F. A. Welch of Hampton, has been elected superintendent of schools.

Mr. Edwin Hebden, Director of the Bureau of Statistics and Research of the Baltimore board of education, has resigned, the same to take effect on August 31st. Mr. Hebden contemplates entering a broader field where he will have opportunity for the carrying out of his scientific researches.

Mr. E. U. Graff, superintendent of the public schools of Omaha, Neb., has been re-elected for a three-year term. His salary remains at \$5,400.

The school board of Pittsburgh, Pa., has appointed Mrs. Cornelius Giddings of St. Louis, Director of Lunches in the public schools, at a salary of \$2,500.

Menominee, Mich. Mr. John L. Silvernale, of Red Wing, Minn., has been elected superintendent of schools to succeed the late John N. Davis. Mr. Silvernale will receive a salary of \$2,800.

Miss Myra Morris of Florence, Ala., has been appointed Supervisor of Primary Work in the public schools of Jacksonville, Fla. Miss Morris is a graduate of the Alabama State Normal School and Female College of the same place and recently completed a course at Columbia University.

Mr. Edgar L. Willard, formerly superintendent of schools at Newburyport, Mass., has resigned to accept a similar position at Natick.

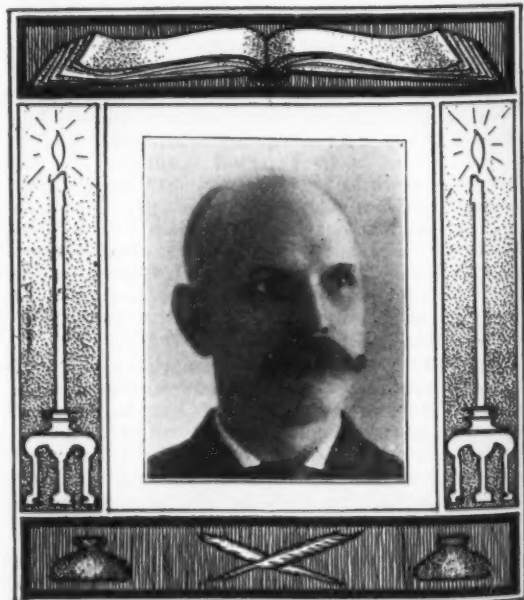
The close of the school year at Cornwall-on-Hudson, N. Y., was marked by a public reception and the presentation of a beautiful gift to Prof. Herman C. Woodworth, who at that time completed twenty years of service as principal of the Cornwall school. About five hundred persons were present including the members of the school board and their wives.

The conclusion of the evening's entertainment was followed by the presentation of a handsome silver dish with the following inscription: "Presented to Herman C. Woodworth, by the Board

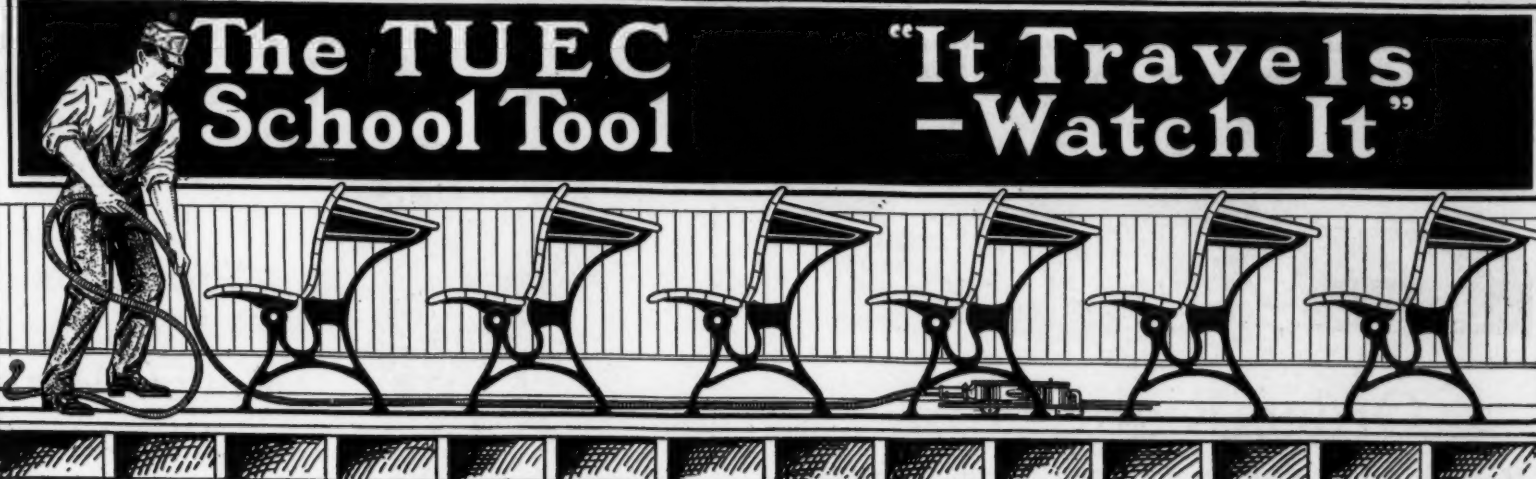
of Education, on the completion of his twenty years as Principal, Cornwall, June 19th, 1914."

Mr. Otis Games of Madisonville, Ohio, was chosen superintendent of the Newport, Kentucky public schools by the Board of Education on June 29th. Mr. Games taught American history at Hughes High School, Cincinnati, for the last three years, and previous to that was superintendent of the public schools at Bainbridge, O. He is 31 years old and has been teaching school for eleven years.

George Melcher, Assistant State Superintendent of Public Schools for Missouri will resign his position in the state education department about September 1 to become director of research and efficiency in the Kansas City, Mo., public schools.



FRANK RIGLER
Former Superintendent of Schools, Portland, Ore.
Died, July 18, 1914.



In August the Problem of Rush Work

and emergency orders confronts every school board of the country. The Question is:

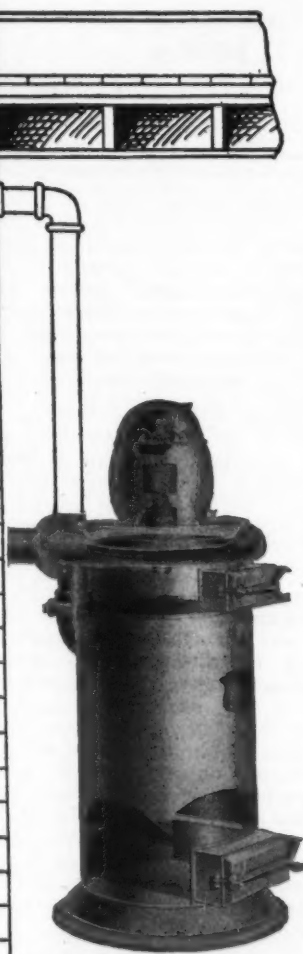
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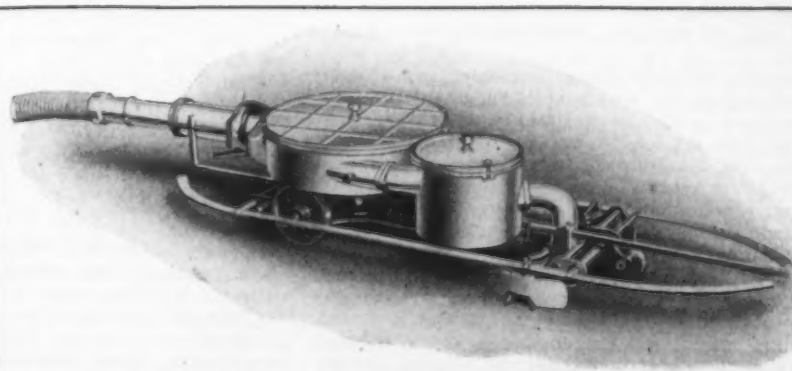


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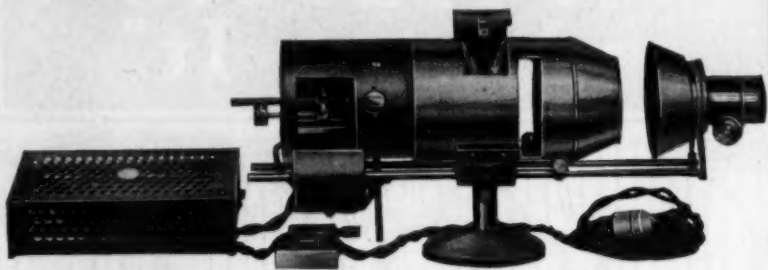
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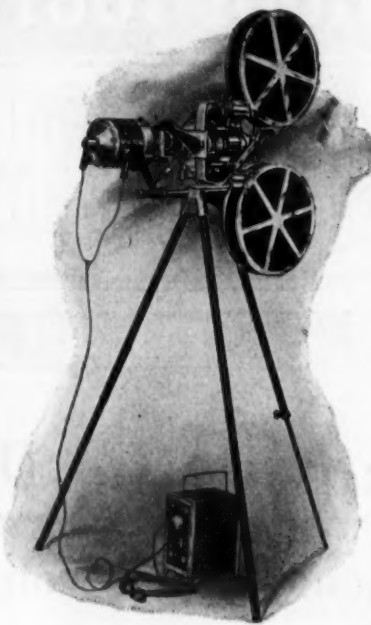
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SCHOOL LAW



Establishment of Schools, School Lands and Funds.

Under the Colorado school laws (Mills' Ann. St. 1912, §6655, subd. 15), requiring school districts not maintaining a high school to pay the tuition of pupils attending in another district, is not, in view of section 6776 of the Colorado constitution (art. 9, §15), in violation of section 2 of that article, providing for a uniform system of public schools. School Dist. No. 16 in Adams County vs. Union High School No. 1 in Adams County, Colo.

Under Washington R. & B. Code (§§4562-4574), as amended by §4562-4567, providing that the apportionment to each county from the current state school funds shall be based on the total number of days' attendance, not excepting private and certain other schools, nowhere provide for crediting the attendance of children in a model training school conducted by a state normal school, and such provision cannot be read into the statute. State vs. Preston, Washington.

A model training school conducted by a state normal school, in which children are taught by supervisors with the assistance of students in the normal school, is not a "common school" within the Washington school laws. Sections 4562-4574 providing for the apportionment of current state school funds to the counties shall be based on the total days of attendance.—State vs. Preston, Washington.

Under Washington school laws (4717 et seq.) making attendance upon a public or private school compulsory, does not show that a model training school conducted by a state normal school is a common school or private school with the sections, basing the apportionment of

the current state school funds on total days of attendance.—State vs. Preston, Washington.

School Districts.

That a special school district had unlawfully incurred a debt exceeding the constitutional limit held immaterial and not ground for enjoining the officers of a special school district from annexing certain adjacent territory, under the North Dakota Laws of 1911 (c. 266), School Dist. No. 94 vs. Thompson, North Dakota.

Special school districts may be established by the consolidation of common school districts as entireties, or by taking only parts of common school districts and consolidating such parts.—Eubanks vs. Futrell, Arkansas.

Under the Illinois School Law, an appeal to the county superintendent in proceedings to change the boundaries of certain school districts so that they might be consolidated, filed within ten days after action taken by the last board of trustees required to act, was in time.—People vs. Dick, Illinois.

Where the board of education confirmed the appointment of members of the board of school estimate, the fact that the president of the board named the members in the first instance does not invalidate their appointment.—Common Council of City of Lambertville vs. State Board of Education, N. J.

An election contest for the office of school district trustee should be determined by appeal to the commissioner of education as authorized by New York Education Law (§880).—Welker vs. Lathrop, New York.

Under New York Education Law (§880), authorizing appeals to the state commissioner of education by persons "conceiving" themselves aggrieved, the right to appeal must rest on real reasons, not on mere mental attitude of the appellant.—People ex rel. Board of Education of City of New York vs. Finley, New York.

School District Taxation.

An appropriation asked for by the board of estimate for the erection of a public school is not illegal because the board discussed the availability of certain sites as a basis for an appropriation; their estimate not being inseparably conditioned upon a purchase of any definite

site.—Common Council of City of Lambertville vs. State Board of Education, N. Y.

The exemption of educational property from taxation, provided for by Indiana Constitution (art. 10, 1), and the School Laws of 1908, does not apply to local assessments against real property, based on benefits which accrue to it from public improvements.—School Town of Windfall City vs. Somerville, Indiana.

School District Claims.

A complaint in an action against a board of education for injuries to a pupil, caused by the defective condition of a school building, of which condition the board knew prior to the accident, stated a cause of action for negligence.—Katz v. Board of Education of City of New York, N. Y. Sup.

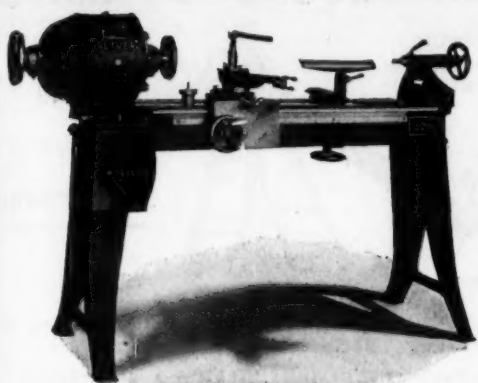
In an action for supplies furnished by plaintiff to a board of education, proof of the making of the contract, and furnishing the supplies in accordance with the specifications, etc., established a prima facie case; the burden being then on defendant to show that preliminary legal requirements to the contract had not been complied with.—Skinner & Kennedy Stationery Co. vs. Board of Education of City of St. Louis, Mo.

Where specifications were identified and plaintiff testified that the supplies sued for were furnished in accordance therewith, failure to formally introduce the specifications in evidence was not a fatal objection to plaintiff's prima facie case.—Skinner & Kennedy Stationery Co. vs. Board of Education, Mo. App.

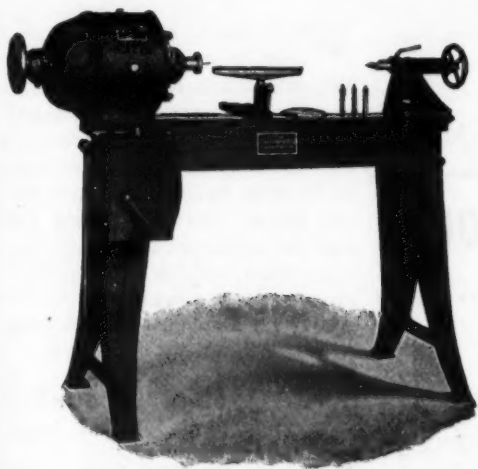
Teachers.

Under a city charter providing that the expenditure of money for the maintenance of a school should be under the direction of the school committee, the school committee may engage and fix the salary of teachers, and a warrant drawn by the committee for a teacher's salary is a valid order.—Hardy vs. Lee, Rhode Island.

A school teacher suing for breach of a contract of employment was not required to allege in her complaint that other employment was secured at additional expense for living, etc., in order to have such expense deducted from the amount realized from the other employment in



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arriving at the amount of her damage.—School Dist. No. 3, in Clear Creek County vs. Nash, Colo.

A school teacher suing for breach of a contract of employment was entitled to have deducted from the amount received from other employment her expense resulting from the change, for railroad fare, increased living expense, etc., in arriving at her damage.—School Dist. No. 3, in Clear Creek County vs. Nash, Colo. App.

A school teacher wrongfully discharged before the expiration of her contract was entitled to recover the amount she would have received under the contract, less whatever she earned by other employment, with interest thereon at 8 per cent.—School Dist. No. 3, in Clear Creek County vs. Olsen, Colo. App.

Pupils.

Despite the Colorado School Law of 1912 (§§6768 to 6774), the circuit court, in view of section 6775, denying to the county superintendent and state board of education the power to render and enforce a money judgment, has jurisdiction of an action by one school district to compel another to pay the tuition of pupils of that district who attended high school in the first.—School Dist. No. 16 in Adams County vs. Union High School No. 1 in Adams County, Colo.

The use of pupils of a public school as subjects of practice in teaching by student teachers under supervision of regular teachers held not an invasion of the pupils' legal rights.—Spedden vs. Board of Education of Independent School Dist. of Fairmont, West Virginia.

School Building Sites.

Under the New Jersey Laws of 1911 (p. 764), declaring that no contract for the erection of any public school building shall be made until the plans have been approved by the board of education, the question of the fitness of a school site selected cannot be reviewed on certiorari.—Common Council of City of Lambertville vs. State Board of Education, N. J., Sup.

Upon certiorari to review the determination of the state board of education concerning the

erection of a school building, the court cannot consider questions affecting title to office, arising from the existence of a de jure and a de facto board, or of a board composed of both de jure and de facto members.—Common Council of City of Lambertville vs. State Board of Education, N. J.

School Building Contracts.

The specifications for a school building, made part of the contract between C., a materialman, and B., a building contractor, requiring all work to meet the approval of the school board and its architect, the decision of the board and architect, their good faith not being questioned, is final as between C. and B.—Berger Mfg. Co. vs. Crites, Mo. App.

Injunction will not lie to restrain the officers of a special school district from annexing adjacent territory under North Dakota Laws of 1911 (c. 266, §133), where the annexation has been fully completed prior to the commencement of the action.—School District No. 94 vs. Thompson, North Dakota.

So long as a board of education of an independent school district acts within the limits of its powers in maintaining a "model school" for training teachers, its discretion cannot, in the absence of a statute, be controlled by the courts in a suit to enjoin such maintenance.—Spedden vs. Board of Education of Independent School Dist. of Fairmont, West Virginia.

SCHOOL LAW NOTES.

The constitutionality of the New York vaccination law has been upheld in a recent suit (People vs. Ekerold) before the State Court of Appeals. The defendant refused to permit the vaccination of his child, who was attending a public school in New York City, and the child was excluded from school. The father was then fined \$10 for failing to send his child to school. He appealed on the ground that the vaccination law is unconstitutional. The court upheld the law under a ruling by the Supreme Court of the United States and in the opinion by Judge Hiscock said:

"So far as the evidence discloses, the defendant's refusal to comply with the requirements of attendance at school was arbitrary and

capricious, and as one reads the record and argument of his counsel the impression somehow arises that he was more interested in asserting his right to refuse to comply with the law than he was actuated by the purpose of protecting his child from some possible or supposed injury."

Boys who have been paroled from the Wisconsin State Industrial School at Waukesha cannot be barred from the schools of any city in the Badger State. Attorney General Owen has recently rendered an opinion that boys who have been committed to the Industrial School lost none of their rights to education in the regular schools and school boards have no legal power to exclude them.

According to a recent ruling of the Postoffice Department at Washington, a person who is a postmaster or postmistress, cannot at the same time be a school director, even tho the position of school director may not carry any salary with it. The ruling was given in the case of a woman, Miss Longmire, of Ashford, who had been elected as a school director. This is the first case of the kind to occur in the state of Washington.

The attorney general of Oregon has recently rendered an opinion to the effect that the bonds of school clerks must be double the amount of money it is estimated they will handle. The bonds must be approved by the school boards and the county superintendents of schools. It is the opinion of the attorney general that the school directors may not be held liable for errors in estimating the amounts of money to be in charge of the respective clerks in case of losses.

The Indiana vocational education law enacted by the legislature in 1912 has been held good by the Indiana supreme court, and officers of the state and county may be mandated to enforce it. The decision of the Fountain county court has been reversed in refusing to mandate the county council of that county to make an appropriation of \$1,500 to meet the expenses of complying with the law for the coming school year. On appeal the county council attacked the law for numerous alleged deficiencies.

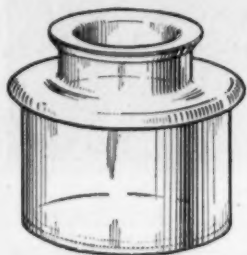
The supreme court held that the fact that the law may create an increase of the tax levy in the counties which are compelled to adopt it

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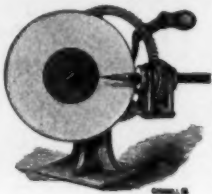


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and will cause a difference in the educational system in the several counties, and that all of the other objections which the opponents of the law could suggest were questions for the legislature and not for the court.

The law provides that any school, city, town or township or combination thereof may, thru the proper officers, establish vocational schools or departments for industrial, agricultural and domestic science education in the manner in which other schools and departments are now established and authorize elementary instruction covering the same field as a part of the regular school course. It also authorizes the state board of education to outline a course of study in agriculture, domestic science and industrial work for use in the high schools of the state.

Two miles and a half, or even two miles, is too far to send little children to school in Iowa without transportation. School districts cannot require that children go so far. Where districts have been large to embrace more taxable acres, it is up to the board to provide transportation where there are small children with long distances to go.

This is the substance of a recent decision by Superintendent A. M. Deyoe of the department of public instruction. In the case under consideration, one school patron was denied transportation facilities tho others in another part of the district were given it. The district being an independent district he was denied the right as a matter of law, under the transportation clause, and the state superintendent supports this; but on the question of discrimination the equities were with him.

The case arose in the independent district of Leland, Winnebago county. To afford transportation for the complainant would be to virtually furnish a rig for one child. To send the child to another district would be to deprive him of the facilities of a small town school. But the state superintendent found that it is none the less the duty of the district to furnish the facilities alike for each and every pupil of the district. The child or children of the complainant

are entitled to go to the school on terms like those in other parts of the district. The distance of two and a half miles is too great for a small school pupil to go on foot. Even the distance to the school nearest but in another district is two miles, and this is too far.

The order is to make an allowance to the parent for and in lieu of transportation.

The law contemplates a fund for transportation and until the district has raised that fund and used it the district has not fulfilled its duty. Altho discussed at length in committee and on the floor of the legislature the bill embodying the suggestion of Superintendent of Education Harris to amalgamate the several boards of education of various institutions of Louisiana into one central board composed of eight members, one from each of the congressional districts, was defeated. There was considerable opposition engendered by the heads of the institutions to be affected and their arguments prevailed among the lawmakers. The plan was described in the June issue of this journal.

Among the bills before the Louisiana legislature this session was one which amends the school law governing the New Orleans board of education so as to make the terms of the members of the board overlapping. It provides that three of the five members shall be elected for four years and two members for two years. This would provide for an election of two members of the board every two years and at the same time leave three members on the board who would have experience.

There was also a bill which had for its object to change the rule that now applies that nominations of teachers shall be made by the Superintendent and the appointments be made effective only by a two-thirds vote of the board. The change suggested is that a majority vote shall be sufficient instead of two-thirds.

St. Paul Notes.

A carefully planned commercial exhibit of school furniture and supplies, books and teaching materials was a feature of the convention. It was placed in the Armory Building where

every member of the association was obliged to come in person for registration so that the exhibitors were given every opportunity of showing their wares. The exhibit was chiefly limited to firms handling school specialties and only one or two of the larger general manufacturers and publishers were represented. The success of the exhibit was entirely due to the management of Messrs. Ross and Vincent and the skillful control of Secretary Springer.

The two oldest members of the Council of Education, both in point of membership and age, were present at St Paul. They were Frank Fitzpatrick of Boston and J. M. Greenwood of Kansas City.

The bookmen were in attendance in great numbers. The "oldtimers" seemed to be the first on the ground and the last to go. Among the eastern men were W. E. Pulsifer, J. A. Greene, K. N. Washburn, Casper Hodgson. The Chicago group included, Frank F. Hummell, A. T. Scott, O. J. Laylander, J. B. Williams, W. K. Tankersley, E. C. Buehring, Frank D. Farr, Robert and H. A. Foresman, C. W. Taber, W. C. Knauff.

Canada sent at least one live wire,—a man who typifies the energy, and untiring working capacity of the prairie pioneers—A. Kennedy, inspector of schools of Weyburn, Saskatchewan. To speak to Mr. Kennedy for five minutes is to understand why school progress in the western provinces of the Dominion is marvelously rapid in every direction.

One of the resolutions that did not "get past" the committee read: Resolved, that the teachers who pay taxes hereby earnestly protest against the noonday and midnight activity of Margaret Haley in acquainting the rank and file of teachers with facts and figures showing that they are underpaid, thus leading them away from the simple life made necessary on a salary which is below the cost of living, and we greatly deplore her marvelous success in securing favorable N. E. A. Legislation on matters pertaining to the necessity of better salaries for teachers.

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DEATH OF ARTHUR J. BARNES.

Arthur J. Barnes, former president of the firm which bears his name and a prominent pioneer in the development of shorthand in the United States died on June 29, at Pasadena, Cal., at the age of 71.

Mr. Barnes' interest in shorthand dates from 1865, when he took up the study of Graham Phonography in the Syracuse, N. Y., Business University, under the direction of Prof. John B. Holmes. He had previously taken up commercial studies in the Bryant and Stratton Business University of Buffalo, N. Y. In 1863 he entered the Rochester University, but being financially unable to pursue his studies continuously to completion, he dropped his university work for a year, had a taste of Army life in 1865, and then took up shorthand. After becoming proficient in shorthand and devoting one year to reporting, he returned to the University and completed his course, defraying his expenses by his shorthand work.

After reporting in the courts in and near Rochester for about a year, he went west, in 1868, and became one of the pioneer reporters of St. Louis, purchasing the second Remington typewriter used in the city. He reported some of the most difficult cases in the St. Louis courts, and was often called to other cities to report exceptionally difficult cases.

While reporting, Mr. Barnes established a Shorthand School, which later developed into the Barnes' Business College, now located in the Board of Education Building, St. Louis. In 1878 he became acquainted with Miss Lovisa E. Bullard, whom he afterwards married. Mrs. Barnes very soon became interested in shorthand, and from this interest developed the series of Shorthand and Typewriting textbooks now published by the Arthur J. Barnes Publishing Co.

Those who knew Mr. Barnes intimately will always remember him as one who loved his fellow men, and was more anxious to do all the good he could than he was to accumulate a fortune. In him was exemplified the saying that "charity begins at home," for his love for his family and for those in his employ, and his in-

terest in their welfare, revealed the real heart of the man.

For some years Mr. Barnes had been a resident of Pasadena, and until quite recently he retained an interest in and was President of the Arthur J. Barnes Publishing Co., of St. Louis. On account of his failing health, Mrs. Barnes was elected President and Mr. O. H. White was re-elected Secretary and Manager, at the last election of the Company.

Mr. Barnes is survived by his wife, a son and two daughters.

THE COUNTY SUPERINTENDENT.

The evil influence of politics upon county supervision and the bad results accruing from the election of county superintendents by party vote are pointed out in the July Educational Press Bulletin of the Illinois Department of Public Instruction. It is stated that a considerable fraction of the county superintendents elected by the people will have their pedagogical robes soiled by politics. While no method of selection insures positively against a certain amount of failures and mistakes, the Illinois plan of election contains a number of serious drawbacks.

The worst things which have been said about the Illinois plan of choosing its county superintendents are:

1. That political rather than educational fitness determines the selection.
2. That on a long ballot it is possible for a wholly unfit person to escape that close scrutiny which would make his selection by any other plan impossible.
3. That as politics determined his selection, it may influence his official acts.
4. That politics demand a rotation in the office without any consideration of the needs and interests of the schools which he serves.

Every one of the objections can be sustained if the citing of special instances is sufficient proof. But every one of them can be proven untrue by the same method.

There are cases, no doubt, where political qualities and political activities have determined the choice. But is this peculiar to the method of selection by a vote of the people? It is barely possible that boards of education, boards of

trustees and even presidents of institutions of learning are not entirely free from such influences in their selection of candidates. We are all agreed, however, that educational and not political qualifications should determine the selection of candidates for educational positions and that school teaching and administration should be separated as far as possible from partisan politics.

One of the most serious objections against election by party vote is the marked tendency in certain quarters to consider one or two or three terms the limit that any one person may hold the office whether such rotation is good for the schools or not. While we have instances of county superintendents serving four, five and some six terms, there is no denying the fact that some of our best county superintendents are forced to give up the work upon no other ground than that the office should be passed around. Practically one-half of our county superintendents change every four years. It is difficult to estimate the waste and confusion which arises from this arbitrary retirement of faithful efficient superintendents.

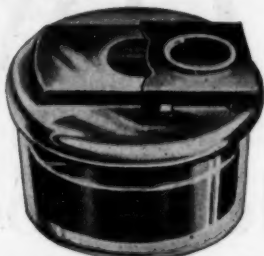
Supt. Ella Flagg Young of Chicago has advocated the elimination of the middleman in connection with the conduct of high-school restaurants and the placing of the same under the direction of food experts employed directly by the board of education. In defense of her plan, Mrs. Young gives the following reasons: Some of the concessionaries become lax and serve poor food; also, because of the variation of control there is considerable difference of efficiency in management.

The school authorities of Eugene, Ore., have issued a concise report prepared by Supt. C. I. Collins, containing a resume of the salient facts of attendance, teaching force, salaries, cost of instruction, retardation, industrial education, building operations, records and accounting and special studies. The report evidences a thorough understanding of the local situation as of modern movements and reflects an intense desire for advancement. A unique feature of the report is the fact that it is mimeographed—in the school—and is as clean as if printed.

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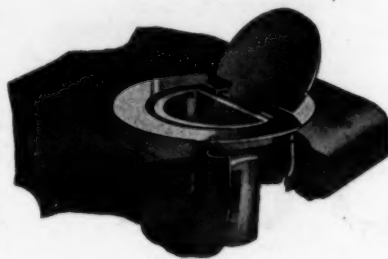
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SCHOOL HYGIENE NOTES.

The finance committee has recommended to the Pittsburgh board of education for approval, the appointment of Dr. H. B. Burns, superintendent of the Bureau of School Medical Inspection, as head of the newly created Department of Hygiene. Dr. Burns' salary will be \$5,000 per year.

Newport, R. I. Thru the efforts of Dr. W. S. Sherman, a dental clinic has been established for the ensuing school year. The equipment was presented to the schools by a local citizen.

As conclusive evidence of the success of the medical inspection system for the public schools of New London, Conn., Mrs. Frances G. Smith, school nurse, and Dr. O. H. Young, school dentist, presented interesting reports to the school board. The report of the former showed considerable improvement in the health of the school children. It is especially noted that 417 children have no disease at the present time as compared to the condition three years ago, when there were less than fifty children who could be called absolutely healthy.

There are now 1,722 improved cases against 1,468 last year. In pediculosis, there are 171 cases against 231 during 1912. Cases of defective teeth number 1,364 as against 1,511 during the previous year. Altho there were a large number of contagious diseases prevalent, there were only 2,962 school days lost in 1913 as against 5,389 in 1912.

The school board of Dayton, O., with the assistance of the medical inspection department, has adopted a policy by which it is planned to gradually introduce the lower temperature or open-air rooms in all grades of the schools. The second and third grades of the McKinley School, for the past two years, have been held in the open air and the third and fourth grades of the Longfellow School were similarly conducted last year. It is said that in the rooms where the temperature has been so reduced that the best scholastic work has been done and few failures have resulted. The ensuing school year will witness the addition of other open-air rooms in the Stivers school.

School Clinic in Seattle.

During the past school term, a clinic has been in operation in the building formerly occupied by the administration department of the public schools of Seattle, Wash. The building has been turned over to the department of hygiene and entirely refurnished for its especial use.

The first floor contains the dental clinic, the office of the dental staff, examining rooms and a chemical and pathological laboratory. The second floor is devoted to the examination and treatment of eye, ear, nose and throat defects and includes also an operating room and a room equipped with a few beds where children may be kept pending their recovery from operations. Both the dental clinic and the examining rooms are equipped with the most modern apparatus and the laboratory is said to be most complete.

The clinical staff is composed of 29 of the leading physicians of the city in addition to seven trained nurses. The latter are on duty from eight in the morning until five in the afternoon and the physicians devote a certain portion of the day to the work. The clinic has been put in operation for the benefit of poor children who cannot afford to pay a physician. In cases where it is felt that payment can be made without much hardship, the children are sent to the family physicians and in others a small fee is charged to preserve the independence of those whom the physicians would help.

Compulsory High-School Athletics.

Compulsory athletics in the Boston High Schools will be inaugurated with the beginning of the fall term, in September. The course, which has been prepared by Dr. T. F. Harrington, director of school hygiene, will count two credits a year for girls and one credit for boys. The latter will receive an additional credit for military drill.

In the first year each boy must qualify in the 50-yard dash, 8 seconds; running high jump, 3 feet; running broad jump, 11 feet 6 inches; standing broad jump, 5 feet 6 inches; putting shot, 25 feet; chinning, 3 times; swimming, 10 strokes without stopping.

In the second year each boy must qualify in a 60-yard dash, two forms of jumping, putting shot (8 pounds), chinning, three' swimming events, and diving.

In the third year each boy must qualify in one dash and one run, two forms of jumping, putting shot (8 pounds); chinning and three swimming events, all a little harder than those of the preceding year.

In the fourth year the pupil must be able to do a 100-yard dash in 14 seconds; 440-yard run (for boys 16 years old or over) in 1 minute and 20 seconds; running high jump, 4 feet 6 inches; running broad jump, 15 feet; standing broad jump, 7 feet; putting shot (12 pounds) 26 feet; chinning seven times; swimming, 220 yards without stopping; carrying burden in water; care of comrades.

Each girl is obliged to pursue one or more forms of outdoor recreation selected from a given list. This includes archery, golf, rowing, skiing, bicycling, croquet, sailing, tennis, ball games, canoeing, skating, cross-country walking, horseback riding. In each of the four years regular gymnasium work must be done. In the first year, besides one outdoor recreation, there are required one dash event, one form of jumping; second year, one dash event, two forms of jumping, swimming ten strokes without stopping, two outdoor recreations; third year, one dash event, two forms of jumping, swimming 40 yards without stopping, three outdoor recreations; fourth year, one dash event, two forms of jumping, swimming 60 yards without stopping, diving (optional), carrying burden in water, four outdoor recreations.

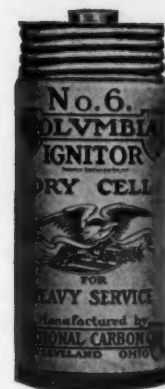
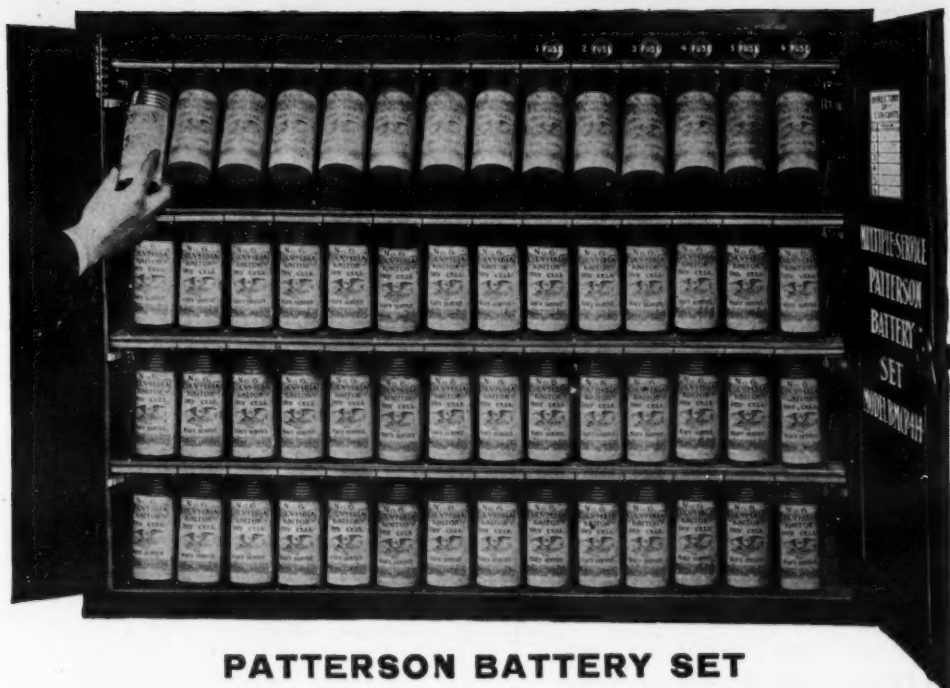
Mrs. Josephine Preston, State Superintendent of Instruction for the state of Washington, has adopted a list of one hundred words in simplified spelling. Under this policy such words as "thoro," "thru," "stopt" and "helth" will appear in bulletins and other official matters emanating from the state superintendent's office.

The school board of Boston, Mass., has provided for the continued testing of the work in arithmetic in the elementary schools and has appointed a teacher for the work.

PATTERSON BATTERY SETS



Patterson-Columbia
Screw Top Cell



Patterson-Columbia
Screw Top Cell

PATTERSON BATTERY SET MODEL BMCP-414—SURFACE STEEL CABINET for SCHOOLHOUSE SIGNALLING

You can't afford to waste money continuing the use of the old-style wet battery on your Program-Clock System when a PATTERSON BATTERY SET of the type shown in above cut will, under average conditions, save its entire cost in 2 years.

A PATTERSON BATTERY SET, all complete, costs very little more than many schools have spent each year for repairs and renewals of the old-style wired-up wet battery.

Don't go to the expense of installing storage batteries, A. C. Rectifiers, etc., for such a plant always requires the supervision of a technical electrical man to keep it in good operative condition.

Order a PATTERSON BATTERY SET installed, and you can do away entirely with any technical supervision and care of the battery operating your Program-Clocks, Fire Alarm Systems, etc.;—once a year only will a PATTERSON BATTERY SET require a few minutes' attention at the hands of the janitor or porter.

With a PATTERSON BATTERY SET,—a centralized Steel-Cabinet—under lock and key—no circuit wires have to be disconnected or reconnected, and the renewal of the cells is as easy as the renewal of an incandescent lamp, and tho done quickly, by the most inexperienced person, without tools or technical knowledge, can be done in only one way, and that the right way!

A PATTERSON SET will not only furnish the electrical current necessary for your Program-Clocks, Secondary Dials controlled by Master Clocks, and general Fire-Alarm signals, but will do every class of signal work which a school building may require.

We solicit correspondence on the PATTERSON BATTERY SET proposition for replacement of old-style battery sets in schools where Program-Clock apparatus has already been installed, as well as for new work where specifications are being written.

We'll gladly forward copy of Catalog 418, describing in detail full line of Patterson Battery Sets.

STANLEY & PATTERSON

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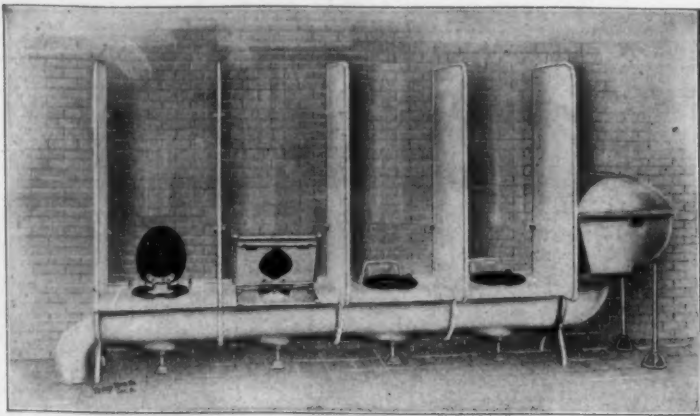
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"SWEETS" 1914—SEE PAGES 1680 to 1685—"SWEETS" 1914



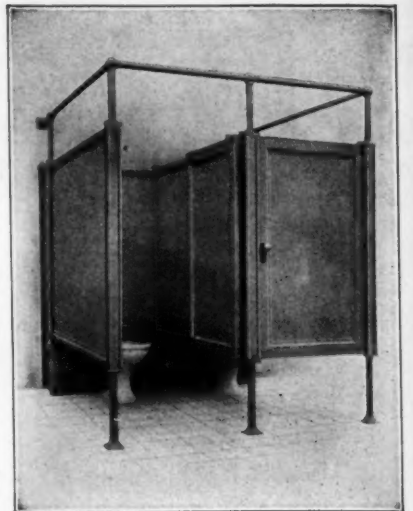
Glance at this photo. There's no need of disinfectants, or expense for repairs or extra ventilating system. "Ebinger" Closets are built with ventilators, which carry off all offensive odors and keep the atmosphere of the toilet fresh and pure.

"Ebinger" Urinals are just as durable, decrease the cost of repairs, and ventilate the toilet room in the same way as do the closets, THRU the fixture.

Write for our catalog, illustrating and describing our line of VENTILATED Urinals, Closets and Sanitary Drinking Fountains.

THE D. A. EBINGER SANITARY MFG. CO.
COLUMBUS, OHIO.

MORE SANITARY — LESS EXPENSIVE



The Verdict of those who have adopted the

NOKORODE
Sanitary

Closet Partitions

Made from Vismara Pure Iron; Rust Resisting, Corrosion Defying Metal.

A staunch, sturdy, dependable product; offering advantages both in the installation and service, not to be realized in the use of stalls constructed from other materials.

It will be necessary to carefully study details and specifications covering the "Nokorode" Sanitary Closet Partition, to gain a full appreciation of its value and understand its comparative low cost.

It has many distinct mechanical features; such as special adjustable floor flanges, permanently tight interlocking joints (rivetless) and reinforced posts.

Furnished without doors when desired.

Equally adaptable for Latrines, Dry or Individual Closets and Shower Stalls.

You can have full information for the asking

Henry Weis Cornice Co.
KANSAS CITY

Write for
Special Bulletin describing
WEIS
STEEL
SASH
FOR SCHOOLS



Equipment of the Germania School.

The new Germania school at Saginaw, Mich., is an example of careful selection of equipment and furniture for the highest possible educational efficiency and the greatest economy of monetary outlay. The building is equipped with the latest sanitary devices which can be bought in the open market and contains, also, considerable furniture especially designed by the architect.

The seating in the classrooms is of desks furnished by the Peabody School Furniture Co., North Manchester, Ind. Two rows in each room are of the adjustable type and the balance are of the ordinary fixed type. In the experience of the Saginaw school authorities, two adjustable rows are sufficient to care for all under and over-size children which the standard fixed sizes will not accommodate perfectly.

The blackboards are of natural slate furnished by the Pennsylvania quarries.

The window shades are of translucent material mounted on Johnson adjustable fixtures.

The heating furnaces are of the school type manufactured by the American Heating and Ventilating Company. The fan is a Sirroco conical fan and the automatic control was manufactured by the Johnson Service Company.

The sanitary installations include porcelain enameled latrines with automatic water flush and local vents at each seat. The latrines are enameled inside and outside and the partitions are also enameled. The urinals are of enameled iron with plate glass coverings. The bubbling fountains are of standard sanitary make.

"The Voice Highways."

Teachers who are seeking material for industrial classes will find in a new pamphlet of the Western Electric Company, "Making the Voice

of the Highways" a mine of interesting information on the manufacture of lead covered telephone cable.

The pamphlet is fully illustrated and takes the reader thru all the processes of the production of copper wire, paper for insulation, lead and antimony to the testing of these materials, insulating wire, pairing or twisting wire, sheathing cables with lead, and testing. The pamphlet is truly educational in its purpose and content and should be read by the members of every class in electric wiring and telephony.

Copies will be sent gratis, to anyone who will address the Advertising Department, Western Electric Company, 463 West Street, New York, N. Y.

CHANGES FIRM NAME.

The Folding Partition Company is the new corporate name of the Sectionfold Partition Company, 2 East 23rd St., New York City. The firm manufactures the well-known Sectionfold Partitions which are widely used in school buildings, gymnasiums and auditoriums. The change in name involves no change in the firm or its management under the direction of John T. Fairhurst.

A COMPLETE SCHOOL CATALOG.

Mr. E. W. A. Rowles, 327 So. Market St., Chicago, has recently issued his "School Furniture and Supplies Catalog" for 1914-15—an eighty-page book containing illustrations, descriptions and prices upon every conceivable item of school equipment. The Rowles line of school furniture, apparatus and teaching materials has been built up during 25 years of selling to schools in all parts of the Union. It includes everything from desks to dyes and from high-school science equipment to kindergarten gifts. The catalog should be in the hands of every schoolman who wants a ready reference encyclopedia of school supplies.

A NEW MAP AND CHART CATALOG.

A new, complete catalog of maps and charts published by the McConnell School Supply Company has just been issued. It will be found valuable not only by school authorities but also by school supply houses which may be interested in taking on a line of truly up-to-date,

well-printed wall maps. The list as illustrated, described and priced in the new catalog includes large maps of the world, the hemispheres, the continents, the United States, Canada, the British Isles, Australia, all of the states of the Union, classical and biblical maps, historical maps of the United States, etc. A list of reading, arithmetic, language and health charts is appended.

The catalog will be mailed to anyone addressing the firm at Philadelphia, Pa.

Standard Terra Cotta Construction.

A suggestive volume for architects has just been issued by the National Terra Cotta Society under the title, "Architectural Terra Cotta, Standard Construction." The book contains 70 plates of standard forms of construction and jointing which have been in practical use for some years.

Information concerning the volume may be had from the secretary of the Society, Metropolitan Building, New York City.

New Course in Stenography.

The New York University School of Commerce has extended the course in Methods of Teaching Stenography to a full sixty-hour course.

Thirty hours will be devoted to lectures on methods as in the past and the balance of the time will consist of a shorthand teacher's laboratory. Members of the class which will consist of active teachers of stenography in the New York high schools and schools from other parts of the country, will make observations in the philosophy and methods of teaching stenography. Shorthand classes will be visited and observations will be discussed and criticized.

Mr. Francis A. Ogden, a wealthy octogenarian, who died at Houston, Tex., some months ago, left a will in which he specified that his entire estate be devoted to the education of country children, especially those whose educational advantages are limited. Mr. Ogden's estate is scattered in more than a dozen states and his Texas property alone is valued at \$1,000,000.

Your School Building is no better than its Plumbing

Wolff Seat-operating School Closets

Wolff Closets are made of

Vitreous China

a non-absorbent, unstainable ware which will positively not craze.

Wolff Seats are of

Extra Heavy Oak

with Galvanized Cast Iron Re-enforcing Ring, which prevents warping, cracking and opening at the joints.



Florence High School, Florence, Neb., J. J. Davey, Archt.

Equipped entirely with products from the

L. WOLFF MANUFACTURING CO.

Fifty-nine Years of Quality

MANUFACTURERS OF

Plumbing Goods Exclusively

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SAN FRANCISCO, CAL., Monadnock Bldg.
WASHINGTON, D. C., 1130 Woodward Bldg.



Send for School Closet Circular

School Administration

Obtaining Recommendations of Teachers.

As a means of obtaining accurate, concise and complete opinions upon applicants for teachers' positions, Supt. J. T. Giles of Richmond, Ind., has compiled a card which contains the following message on the front.

Richmond, Indiana

M. _____

M. _____ is an applicant for a position to teach in the Richmond City Schools and has given your name as reference. Will you please underscore on the reverse side of this card the terms that express your judgment of this teacher's qualifications. This information will be held strictly confidential.

Very sincerely yours,
J. T. Giles, Superintendent

On the reverse side of the card the following complete series of questions and answers is printed.

Have you seen this person teach? Yes, no.
Personal appearance? Excellent, good, fair, poor.

Personality? Commanding, strong, fair, weak.
Health? Vigorous, good, fair, poor.

Temperament? Nervous, deliberate, sluggish.
Scholarship? Superior, good, fair, poor.

Ability to keep order? Excellent, good, fair, poor.

Teaching skill? Superior, average, poor.
Initiative? Strong, fair, weak.

Social qualities? Active, fair, passive.

Do you recommend this person strongly as a teacher? Yes, no.

Signed,

The person to whom the card is addressed merely checks the quality which he believes the

applicant has, signs the card and returns it in a stamped envelope furnished by Mr. Giles. In practical use the card has proven itself valuable in that it is quickly returned and gives an unequivocal index to the teacher's characteristics. The opportunity of writing a non-committal letter is entirely obviated.

Politics and Small School Board.

A proposal to decrease the membership of the Chicago board of education is being agitated by a number of civic and social organizations. It has been pointed out that the present board is in a constant turmoil and that, like former boards, it is continually at war with the superintendent and other professional heads of the schools. The present bad conditions can be overcome only by reducing the board, by clearly defining its functions and powers and by raising the dignity, and increasing the initiative and the executive power of the superintendency.

A recent report of the school section of the Woman's Club of Chicago recommends a radical revision of the present school law. In discussing the inefficiency of the present board, the committee makes this sensible observation:

"The argument is brought up, that our present board of 21 members has all it can do. A smaller board would be swamped, it is said. That is the best argument for a small board. The reason the large board is so busy is because it is all the time usurping the functions of the superintendent and the supervisors and constantly interfering with the smooth running of the system. We want the board to act in a critical and supervisory capacity and not to take the running of the schools out of the hands of officials paid to do it, who can do it much better than trustees because it is their profession."

At the bottom of the whole difficulty in Chicago is partisan politics—the sort of politics which influences the appointment of politicians as members of the board of education and which controls these members while in office. The Chicago press and the Chicago people are convinced that much improvement cannot be made unless political influences are removed from the schools.

The Editor's Mail

SCHOOL TOILETS.

To the Editor:

By request of our Board of Education I beg leave to inquire at your hand an answer to the following:

"How many toilets as to percentage of number of children are required by law?"

"How many urinals for boys (per number of such)?"

"Have you any law pertaining to the above, if so, would be greatly obliged for either a copy or excerpt of same."

L. Freudenthal, Secretary.

Trinidad, Colo., July 13, 1914.

With the exception of Ohio no school laws fix the number of toilets required in schoolhouses. Ohio demands one closet for each 15 females, or less; one closet for each 25 males, or less; one urinal for each 15 males, or less.

"The regulations of the Indiana State Board of Health, which have the full force of law require substantially the same number of closets and urinals.

"Authorities on school hygiene differ from the Ohio and Indiana requirements very slightly. Thus, Dresslar suggests one toilet for every 15 girls, one closet for every 25 boys, and one urinal for every 30 boys.

"The writer has been inclined to favor one closet for every 15 girls and one toilet and one urinal for every 25 boys. In high schools one closet for 20 girls and one closet and one urinal for 30 or 35 boys are sufficient.—Editor.

To the Editor:

Can you tell me, first, whether glass blackboards can be obtained in this country, and, second, where?
A. H. W.

Fremont, Neb.

Reply. The Pittsburgh Plate Glass Co., Pittsburgh, Pa., can supply glass blackboards thru any of its agencies.

"FROZEN STIFF" is the

usual condition of drinking fountains in Winter.

Remember—

THE MURDOCK BUBBLE-FONT

is the only fountain on the market that will not freeze.

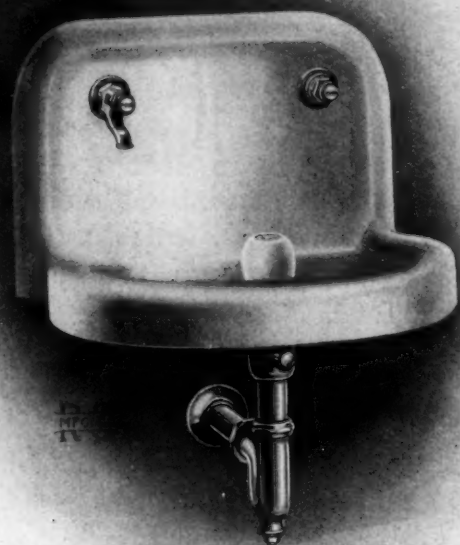
Every Doctor will tell you "The place for School Drinking Fountains is in the yard."



Supply your school yard with a Fountain that works twelve (12) months in the year and not only May and June—September and October.

WRITE TODAY FOR BOOKLET

THE MURDOCK MFG. & SUPPLY CO.
CINCINNATI, OHIO



A Beauty for School Purposes---

Just the fountain you need for your corridors, on the first and second floor, in the principal's office and the superintendent's waiting room.

Let us tell you more about it—today.

Rundle-Spence Manufacturing Co.

Milwaukee,

--

Wisconsin

BUILDING AND FINANCE.

The school board of Sioux City, Ia., has adopted the policy of requiring principals of the various schools to present complete inventories of the equipment needed for their respective schools at the end of the school year. The inventory is sought by the board so that it may be able to render a full account of the properties used in the work of the year, including chalk, erasers, books, chairs, pictures, musical instruments, desks and other articles of regular school use.

The school board of Springfield, Ill., has begun a study of school construction methods and to this end, two members have completed an inspection of the Chicago schools with especial reference to overhead lighting. Included in the list of buildings visited were those in Oak Park, River Forest and Evanston.

Chehalis, Wash. An inventory of school buildings has recently been completed and a committee has been appointed to fix the value of the buildings and contents with a view to increasing the amount of insurance carried.

San Francisco, Cal. The consulting architects of the municipality have recommended that all school buildings hereafter erected be of fire-proof construction. They contend that the cost of schools in which wood is used is nearly as much as what would be paid for Class A or B buildings and that the danger to life and property from fire make it advisable to erect fire-proof structures.

The school board of Evansville, Ind., has taken out nearly \$100,000 worth of cyclone and wind insurance to protect the schools against loss thru storms similar to that which recently visited the city. The insurance was divided among a number of companies.

East St. Louis, Ill. Mr. F. L. Thrasher, purchasing agent for the board of education, has been reappointed.

The City club of Chicago has instituted a "Competition for the Selection of Designs for Neighborhood Centers in Chicago and Similar Large Cities." The Club is of the opinion that the modern city is a haphazard conglomeration of public and private institutions and that it suffers seriously from the want of healthy neigh-

borhood life. The efficiency of many public institutions suffers greatly by the thoughtless manner in which they are distributed without due relations to one another and without due consideration for the greatest possible usefulness and co-operation.

The Club has, therefore, announced a "Competition" for plans for a neighborhood center to show "the practical possibilities of enhancing neighborhood life by proper grouping of buildings and grounds for neighborhood activities."

A program for the competition has been prepared setting forth the objects and the problem of the Competition, and the rules governing the same. Architects and others interested in city designing may receive copies of the program by addressing Mr. Geo. E. Hooker, Civic Secretary of the City Club, 315 Plymouth Court, Chicago, Ill.

RUNNING OF THE SCHOOLS.

Mr. B. E. Wendentall writing from Malta, Ida., to the Boise Statesman gives a series of sentence suggestions, for the conduct of the public schools, which for biting sarcasm and thoro appreciation of popular foibles is worth reproducing. A few of the sentences read:

Let the people look upon teachers as necessary evils.

Tell the teachers how to run their business.

Fuss with them whenever it is possible.

Offer them hints and suggestions about things that you don't know.

Forget that teachers are trained experts for their line of work.

Carve the teachers upon the table of GOSSIP.

Condemn them upon hearsay evidence.

Assume that they naturally know but little.

Tell the teachers how you used to do 40 years ago.

If your child was kept in, insist that you prefer whipping. If the child was whipped, say that you prefer keeping in. If the child has suffered both these inconveniences, urge that you believe in something else—you do not know what.

Tell the child this is a land of liberty—to do as it pleases.

Listen attentively to his bad stories about school, and he will soon form the habit of tell-

ing only the disgusting things. He may become so enthusiastic that he will do something wrong so he will have news to tell when he gets home.

Slap the child that comes home and tells anything about school which is pleasant. The kind of stuff that a child tells is largely a matter of habit. Why not train him to report only the unpleasant side of school life?

Your child seldom or never makes a mistake and cannot lie; hence his word is conclusive evidence.

There is little good in any school. If you have no grievance, just "kick" to make sure that you are on the safe side.

Inform your child that no teacher is to correct him.

A century ago ignorant parents said, "Johnnie, if you get licked at school, you will catch it again when you get home." No maxim could contain more evil, for it made Johnnie think that his parents did not favor him. It made him obey orders. It made him respect elders. It made him studious. This was all wrong; because Johnnie must have liberty, guided by his own wild and haphazard will.

If you haven't time to "round up" the teacher when Johnnie comes home with a "report," stop him from school.

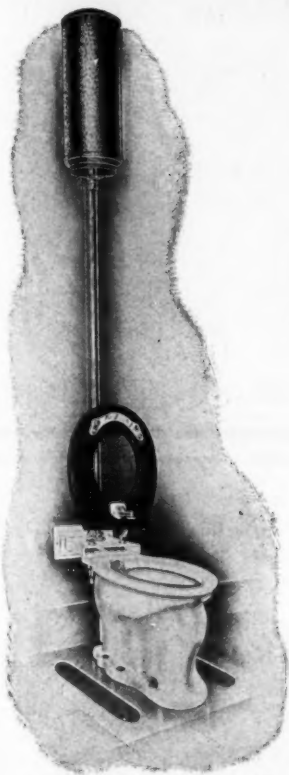
Speak all manner of evil against the school and the teacher in the presence of your child and when he is grown up he will do likewise.

You pay taxes to support part of the school. Then is there any reason why you should not run the whole thing? None whatever!

Send pupils late and keep them out for any trivial excuse.

If you want to realize the best from your school, be a "knocker." "Knock" everywhere. "Knock" all the time. "Knocking" makes the pupils loyal. "Knocking" makes the happy and contented teacher. If you haven't nerve enough to "knock" in the open, "knock" on the sly. There is little difference just so you "knock." "Knock" to the board and request that your name be not used, for you are a sly old "knocker." You are, you "knocker." Keep on "knocking" if you want success to pour out of the schoolhouse windows.

NELSON CLOSETS can be installed — during August for the fall opening of school.



Suppose you get in touch with our branch office nearest you and have our engineers tell you what we can do—

On your old buildings
On your new buildings
On your drinking fountains.

Our catalog is ready for the asking and covers every phase of school plumbing.

WRITE TODAY TO

N. O. NELSON MFG. CO.

EDWARDSVILLE, ILL.

ST. LOUIS, MO.

BRANCH OFFICES AND SELLING AGENCIES

San Francisco, Cal.

Los Angeles, Cal.

Pueblo, Colo.

Salt Lake City, Utah.

Memphis, Tenn.

Houston, Texas.

Teachers and Pupils of Typewriting!

Have each and all of you registered
as candidates for one of the new

Remington Awards

If you are a typewriter pupil, do you attend a school where the Remington Awards are given for proficiency in the regular typewriting course? If not, then it would pay you to learn all about these awards at the nearest Remington office.

If you are a typewriter teacher, are your classes competing for these awards, and do you know the prize we offer to teachers whose pupils attain a certain standard of proficiency on Remington-made machines? Any Remington office will tell you.

If you are a typist, do you know the valuable prizes competed for twice a year at every Remington office? Better call at the Remington local office in your city and get particulars. The prize is worthy of your best efforts.

Remington Typewriter Company

(Incorporated)

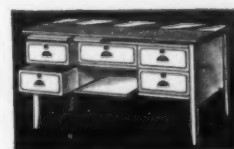
New York and Everywhere



Sanitary Steel School Furniture



Domestic Science Table No. 32
White Enamelled inside and out



No. 2 Table



No. 4 Table



No. 22 Table



No. 24 Table



No. 34 Table



Sani-Steel Cabinet
No wood; No bugs;
No mice; No odor



Adjustable Frame Manual
Training Bench



Steel Desks for the
Teacher



Steel Desks for the
Pupil

COLUMBIA SCHOOL SUPPLY CO.

Indianapolis,
Indiana

SANITARY STEEL SCHOOL FURNITURE

SANITARY STEEL SCHOOL FURNITURE



Munsell Color System

tests and balances color by measurement. The middle colors with gray, black and the maxima of red, yellow and blue, on which the Munsell Color System is based, should be used in the form of crayons, water colors, atlas of charts, color tree, sphere, etc.—the only way to obtain an accurate knowledge of color harmony. The Munsell Color System is used in leading art schools, universities, colleges and in the public schools of New York and other cities.

**Explanatory
circular "M" and
price list free
for the asking.**



Send 10c in your letter for No. 2 box of crayons, postage paid.

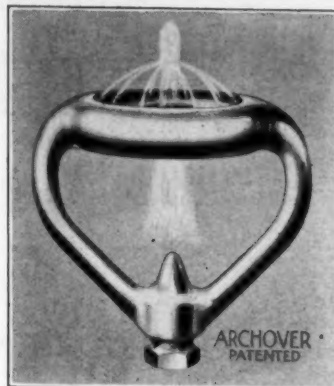
Wadsworth, Howland & Co., Inc.

Sole Manufacturers of Material for the
Munsell Color System

BOSTON,

—:-

MASS.



FOR THE "KIDDIES" SAKE—BE CAREFUL!

Don't purchase the first "sanitary" drinking fountain you can lay your hands on. It's for the children's health—therefore, nothing but the best. Install

ARCHOVER

Sanitary Drinking Fountains

and you can point with pride to your selection, for you know you will have absolute sanitation—first,

last and all the time. ¶ Our fountain-heads are adapted to all standard forms of porcelain and enameled ware.

Write to-day for booklet and prices.

ARCHOVER FOUNTAIN CO., 202 State Life Bldg., INDIANAPOLIS, IND.

Packer-Rekcap Ventilators

"In use one year and a half under varied weather conditions. They have given great satisfaction. Commend them especially to directors of schools."

(Signed) D. M. Johnson, S. J.,
Pastor St. Ignatius Church.

Write for Catalogs and Prices



St. Ignatius School, Chicago.
Equipped thruout with Rekcap Ventilators.

Federal Sign System (Electric)

640 West Lake Street

Chicago, Ill.

SOME FIREPROOF SCHOOLHOUSES.

(Continued from Page 23)

The method of heating the Carleton, College Hill, and Fairmount Schools is the same, and is accomplished by what is commonly called the "Split System," which is a combination of the fan-blast for ventilation and direct radiation. Each unit of radiation in the various rooms is automatically controlled by a thermostat set at 70° F. The air for ventilation is also automatically controlled by means of a three-point multiple thermostat set at 70° and placed in the outlet.

The system is proportioned, so that when ventilating, each pupil in the classrooms is supplied with 30 cubic feet of fresh air per minute. To avoid, as far as possible, the drawing in of dust and dirt from the outside, the fresh air is taken thru inlets placed in the outer walls twenty feet above the grade line. When ventilating, fresh air is continually taken in thru the inlets, but provision is also made for rotating the air inside the building before and after school hours which, besides resulting in an economy of fuel, facilitates the heating of the rooms to the required temperature before class in the morning. This fan-blast method, which is designed for severe weather, insures an even temperature thruout the building, and excludes all draughts, while at the same time it continually provides pure air.

The other unit of the heating system is that of direct radiation to the rooms. The advantage of this is that as soon as steam begins to generate in the boilers, heat is being transmitted to the rooms without the expense of operating the fan; and in mild weather, when it is advisable to have the windows open, a sufficient

amount of heat can be supplied under low pressure at small expense to insure comfort.

Plumbing.

The plumbing in the Carleton, College Hill, Fairmount and L'Ouverture Schools is designed with the object of preventing all odors from reaching the breathing line by providing perfect ventilation of each fixture in the toilet rooms. Fresh air is admitted to these rooms near the ceiling under plenum of one-half ounce static pressure. Each stall and fixture is constructed with an outlet for local ventilation as near the floor line as possible. The doors and windows being kept closed, the only outlet is by way of the toilet fixtures, from which odors are conveyed into the utility corridor behind the stalls and thence into the brick toilet vent flue which passes up and out to a point eight feet above the roof. This vent flue exerts a continuous draft on the fixtures regardless of the assistance given by the fresh air that is admitted under pressure, thus insuring perfect ventilation even when the fan-blast is not in operation.

Special attention was given to the design to withstand the extreme hard use to which such fixtures are subjected in schools. The closet bowls are of the Boston Ventilated Bowl type, with positive automatic seat action. Flushing tanks, and all piping valves and connections are placed in the utility corridors.

The urinals are also of the improved ventilated type. The backs, blinds and floor-plates are of white Opalite glass, and the overflow and trough of white porcelain-enameled iron.

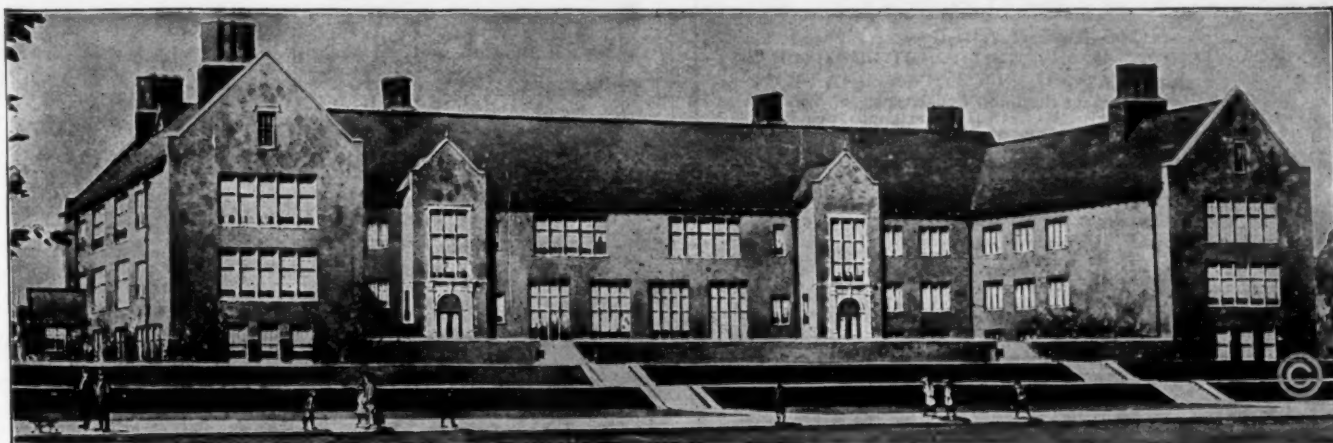
In the girls' toilet room the stalls are built of wood, provided with swinging doors, and of good depth in order to insure room as well as privacy.

Segregation of Negro Pupils in Wichita.

In many communities of the West, where there has been an increase in population, and a considerable influx of negroes, there has arisen the question of providing separate educational facilities for the colored pupils. Very often the agitation for segregation has been accompanied by race hatred and bitter public discussion. The negroes are opposed to separation, especially where they have for a long time attended school with the white children; and the politicians of the dominant race very often side-step the issue for fear of offending a large body of voters.

This was the situation in Wichita until two years ago. In one of the schools, the Ingalls, from one-fourth to one-third of the entire enrollment consisted of colored children. The colored pupils, were on the average older than the white children in the same grades. In the two lowest grades were found negro pupils from 12 to 15 years of age, and a similar difference was found in all the grades. Educators will appreciate the problem in discipline here presented. In school, on the grounds and on the way to or from school, there was always present a feeling of resentment and hostility between the two races, which often resulted in physical encounters and violence. In the recitations there was noticeable among the white pupils a lack of that quick response which is characteristic of the white child; they were unconsciously falling into the slower and more deliberate mental habits of the colored pupils. Whatever one's theories may be as to race equality, it cannot be denied that between the white and the

(Concluded on Page 58)



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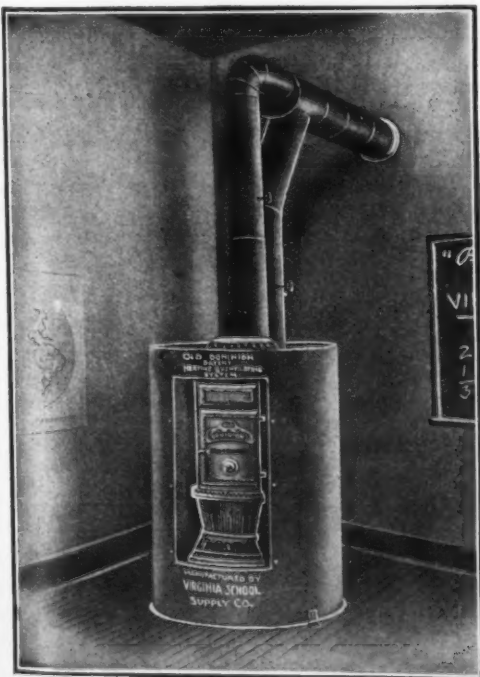
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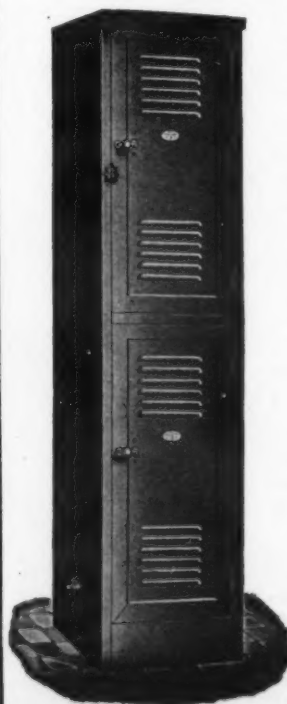
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(Concluded from Page 56)

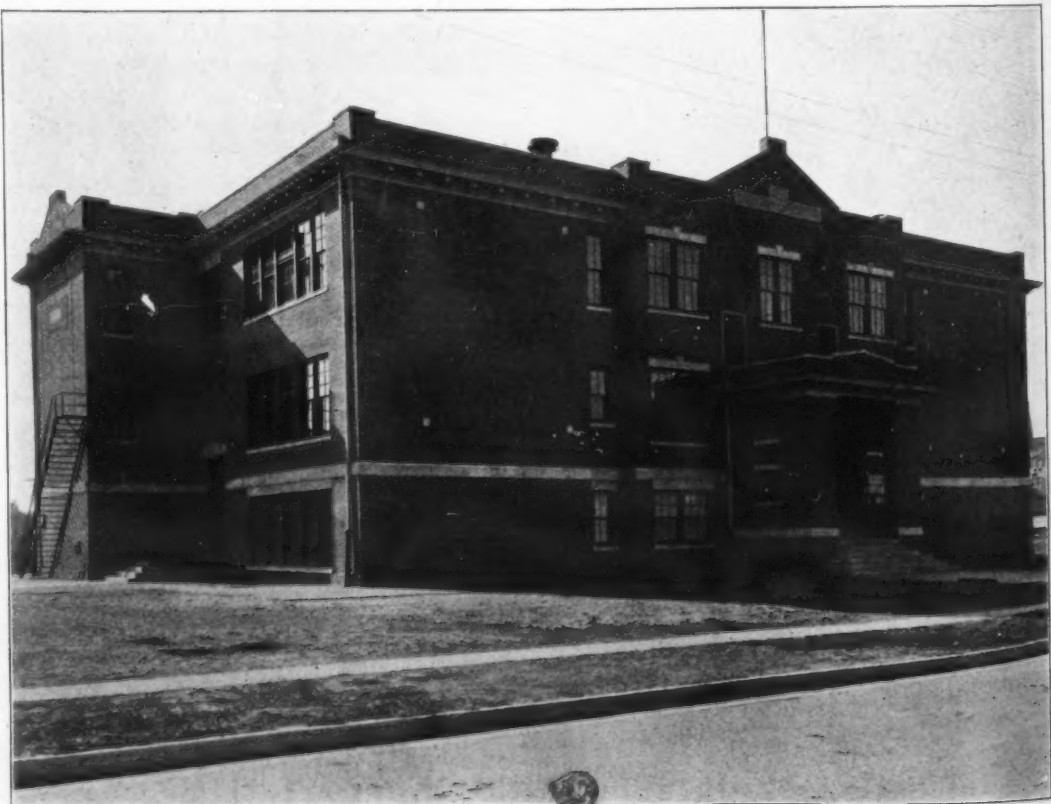
black races, there is a difference in mentality that must be recognized in the content of the curriculum and the teaching methods of the instructors. In five other buildings, altho the ratio of colored children was smaller, similar conditions existed, involving similar results.

To meet the situation the board of education quietly authorized the purchase of sites in the heart of the colored districts and asked the voters to authorize bonds in the sum of \$60,000 for separate buildings. The proposition was carried by a vote of three to one. For the larger of these districts, the board instructed its architect, Mr. F. D. Rixse, to plan a building with twelve classrooms, a room for manual training, a room for classes in sewing and cookery, and a small, model dining room. Besides the usual classrooms, there is also a large auditorium with a balcony having a total seating capacity of about five hundred. The side of manual training and the domestic arts and science are emphasized in the colored schools, but the usual curriculum is not sacrificed. The results have been most satisfactory. The boys take to manual training with enthusiasm, and the girls to sewing and cookery with interest.

Here in the auditorium are held the annual graduation and other exercises, evening entertainments, lectures, etc., so that there has been developed a spirit of interest in the school among the colored people of the district. With principals and teachers of their own color who are infused with a desire to uplift the race, and who are leaders among their people, there has come a feeling of pride in their own achievement and a sense of self-respect and independence among the pupils. This building called the

"Toussaint L'Ouverture School," is one of the best in the city, costing about \$41,000.00. The corridors and exists are of steel and concrete, fireproofed by means of fire walls rising to the full height of the roof. The doors are equipped with self-releasing panic bolts, and the upper

corridors and assembly hall are provided with fire-escapes. The heat and ventilation are furnished by a fan system. The toilet rooms are finished with non-absorbent asphalt flooring. Altho plain in its outward appearance, the building is an architectural credit to the city.



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3	Benjamin Brown	ISAAC PITMAN	Euclid Bus. School	400	12	388	77.7	
4	E. H. Buechele	ISAAC PITMAN	East Side H. S., Newark	400	16	384	76.8	
5	Bertha Senn	ISAAC PITMAN	"	400	16.5	383.5	76.7	

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4	Samuel Koffler	ISAAC PITMAN	"	500	15.5	484.5	96.9	
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Book Reviews

History of the United States.

Matthew Page Andrews. 278 pages. J. B. Lippincott Company, Philadelphia.

A belief that the history of the United States may be made one of the most attractive of all subjects has evidently encouraged the author to give high schools another textbook on this increasingly difficult subject. Some of its salient points are:

Conciseness and fairness in apportioning space to difficult periods.

The latest results of special investigators among Spanish, English, and other records have been utilized. This work has materially modified some opinions of long standing. Thus John Cabot looms larger than formerly as a discoverer, while Capt. John Smith is shown to have been a turbulent, untruthful member of the Jamestown colony. Differences of opinion in regard to any of the complicated points in the nation's history have been noted.

There are 155 illustrations and 24 black-and-white maps in the text and two maps in full color. The minuteness of the war maps makes them highly satisfactory. Quite a fraction of the illustrations must be photographs from paintings. Beneath each picture of a president, a general, an individual notable in science or literature is a brief mention of the important events in his life.

Interesting sidelights have been placed at the end of each chapter and contain practical suggestions for individual research, mention of doubtful points, and many interesting facts.

Clearness is a marked characteristic. But many passages have a distinct literary quality. The parallels drawn between Cabot and Columbus are really fine. The contrast between the resources of the North and South during the Civil War is strongly made.

From Columbus to Colonel Goethals is a far cry. The result shows the worker has used judgment and taste.

The Beginners' Garden Book.

By Allen French. 402 pages. Price, \$1.00. The Macmillan Company, New York, N. Y.

Tho "The Beginner's Garden Book" is offered as a textbook of gardening for the upper grammar grades, it promises to be a serviceable reference book for householders cultivating small plots of ground.

Much work should be done in the fall and winter. Some kinds of seeds should be saved, plants should be potted. Later, these seeds should be tested, the composition of soils, soil water and humus should be studied, that spring work may proceed intelligently. In late winter or early spring the question of cold frames and hot beds comes up. Various models are given. Light, inexpensive models are given for the use of the young gardener. Best of all, minute directions are also given for the care of young plants while in frames. It seems to be much easier to kill young plants when under glass than when they are in the open air.

Individual chapters are allowed to planning a garden, to the care of perennial plants, bulbs and tubers, shrubs, vines, small fruits. Of special value are the chapters on preparation of the soil, the selection of a few good, useful tools and the proper care of these tools. Seventy pages are taken up by a planting list, arranged in alphabetical order. Instructions about sowing or planting, cultivation, protection against pests, is systematically stated. It is just the part of the book to which to turn when a bit of definite information is wanted at once.

The educational world must decide upon the practical merits of this effort, but one woman means to begin using it this very fall. She means to speak of its good points to her neighbors and in her clubs.

Cranford.

By Mrs. Gaskell. Edited with an introduction and notes by Helen Elizabeth Davis. 302 pages, cloth, 40 cents. Charles E. Merrill Company, New York.

Knutsford has become famous thru the pen of

a gifted woman. With deft touches the editor has told of Mrs. Gaskell as a homemaker, as a social worker in industrial Manchester and as a writer. This artistic outline with the notes and questions for study form a fitting framework for this little masterpiece of delineation of village life.

Summer.

By Dallas Lore Sharp. Illustrated by Robert Bruce Horsfall. Crown 8vo, 60 cents net. 132 pages. Houghton Mifflin Company, Boston, New York, Chicago.

Readers are told that the larger part of this book is a record of one of the author's vacations—an ideal vacation. In far-off Oregon he saw a crafty coyote outwitted, was stirred by the mother-love of a murre for her young birds, spent hours waiting to see a little coney run in and out between the rocks. But one need not go far from home to find much worth seeing and hearing. The drift of the chapter, "From T. Wharf to Franklin Street," is that much, very much can be seen and heard in city parks, on city roofs, in mere patches of the sky. They will compare well with that wood lot in Hingham, "just beyond the pasture bars." The inference follows that many of us have blind eyes, deaf ears. It is our own fault that we do not read the story Nature has written for us.

The paragraph about the indescribable freshness of the world in early morning is enough to lure a laggard out of bed. A hard-worked man who fairly made time to look after his rose plot, once said, "Five o'clock in the morning is the time to see a rose." That man had felt the beauty of early morning in summer. Every page, every sentence of "Summer" is laden with breezes from the woods and the hill.

Alice in Wonderland.

By Lewis Carroll. 128 pages; price, 20 cents. Longmans, Green & Co., New York.

This latest addition to the Longmans's Class Books of English Literature is a reprint of the original without notes or other pedagogic apparatus. For the price, it is a remarkably well printed volume, with good paper and durable limp cloth corners.

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Edited by S. G. Campbell. 218 pages. Price, \$1.00. G. P. Putnam's Sons, New York; Cambridge University Press, London.

A particularly strong introduction discussing the sources of Livy's information and relating to the condition of affairs in Italy, Spain, Sicily, Greece and Egypt during the years 216-207 B. C., distinguishes this volume. The text is that of Stephenson. The notes enter, with great detail, into the author's peculiarities of style. The edition is well adapted for American college classics.

The Continents and Their People.

By James Franklin Chamberlain and Arthur Henry Chamberlain. 210 pages. Price, 55 cents. The Macmillan Company, New York, N. Y.

Africa is no longer "a dark continent." Exploration and commerce have steadily pushed far into its interior.

While special chapters have been given to diamonds, the date palm, the Sahara, The Nile, the continent is mainly described under its political divisions. Size, soil, products, typical industries, places of natural and scenic beauty are among the more important points made in each chapter. Two double-page maps, many illustrations, an index and pronouncing vocabulary add materially to the value of the subject-matter. The arrangement is good, the style clear, making the book a helpful supplementary geographical reader.

The Princess and Curdie.

Simplified by Elizabeth Lewis. 126 pages. Price, 50 cents, net. J. B. Lippincott Company, Philadelphia.

The six full page illustrations in color will delight little folks. It is to be hoped, that these little folks will use and not abuse this charming book.

George Macdonald knew how to write stories for children. Not every man does know how. A woman has skillfully and sympathetically simplified this story. There are neither notes, comments, nor questions. Children may bring to it or get from it their own interpretation. It may be wagered, tho, that the children will understand perfectly that some are good, others very wicked; that the good ones win, while the wicked ones are beaten. In good time they will also understand the story is about the never-ending conflict between good and evil.

Tom Brown's School Days.

Edited for school use by A. B. DeMille. 422 pages. List price, 35 cents. Scott, Foresman & Company, Chicago, New York.

This story of a boy's life at school has kept its popularity for more than fifty years, because it is so good. In the opinion of most critics, it is the truest and best of its kind.

The editorial work goes below the surface. This quality of thoroughness appears in what is said of the author, large-hearted, democratic Thomas Hughes; of Arnold of Rugby who in future years changed the spirit of that great public school; in the notes on distinctly English allusions.

Selected Idylls of the King.

Edited with introduction and notes by Franklin T. Baker. 121 pages. Price, 25 cents. Houghton Mifflin Company, Boston, New York, Chicago.

The editorial work has given students of

these selected idylls something worth the while. The outline of the evolution of the Arthurian legends leaves a well-defined mental picture. It is shown that conflict between good and evil is the key-note in Tennyson's epic. The notes explain only obscure terms and allusions. The questions and study topics have a wide range, touching upon diction, rhythm, beautiful passages, motives, traits of character.

Commercial Education in Germany.

By Frederick Ernest Farrington. 258 pages. Price, \$1.10. The Macmillan Co., New York.

Commercial instruction, as an integral part of the German system of vocational education, is of comparatively recent development. Still, no reader of the present book can fail to see how far in advance of the United States the German educators have gone in developing a distinct and effective type of schools for the training of the future businessmen of the Empire and how thorough and scientific they have been in gathering subject matter and adapting methods to the needs of the students, and of the respective communities. The author displays a broad insight and a strong power of evaluation in presenting the main features of the Prussian and Bavarian commercial schools. For the American schoolman, his clear accounts of the general German system, and of the curricula of the commercial continuation schools, of the Real Schulen and of the Colleges of Commerce will be particularly illuminating.

To the reviewer, the comment on the presence of religious and ethical instruction in the German Real Schulen does not appear timely, especially when the good results of that instruction are considered.

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This history starts with the fall of the Roman Empire, but the greater space is given as the more recent times approach. Maps, portraits and reprints of many quaint wood-cuts lend value to the pages, as does a lengthy index.

A Group of Famous Women.

By Edith Horton. 210 pages. D. C. Heath & Company, Boston, New York, Chicago.

It may be remarked that most biographies are of men. This little volume has been prepared in order that the pupils in our schools might become familiar with the noble and unselfish lives of many remarkable women whose influence has been inspiring and uplifting. Those presented here have had a direct influence upon events of world-wide significance.

TEXTBOOK NEWS.

Portland, Ore. The school board has completed its adoptions for the next school year with the selection of texts in writing and music. These include Steadman's Graded Lessons in Writing (Am. Book Co.); New Educational Music Course (Ginn); Laurel Music Reader (Birchard & Co.).

Searson's and Martin's Readers published by the University Publishing Company of Lincoln, Neb., have been adopted for basic use in the sixth, seventh and eighth grades of the Tennessee schools.

Woonsocket, R. I. The school board has adopted Morey's arithmetic (Scribner) in place of the Nichols series.

A bill has recently been introduced in the state legislature of Georgia providing for uniform textbooks for the entire state. The bill is intended to repeal the latter part of section 1439 of the Georgia state code of 1910 and will make it possible for school children to move from one section to another without changing textbooks.

Charlotte, N. C. The school board has adopted the following books for the next school

year: Dodge's Latin grammar (Am. Book Co); Spaulding and Miller's graded speller (Ginn); Applied Arts Drawing System. Milton Bradley's drawing paper was selected for drawing classes.

Tablet Erected in Memory of Isaac Pitman.

Thru the activity of the members of the Isaac Pitman Shorthand Writers' Association, a beautiful bronze tablet has been prepared and placed in a prominent position in the reading room of the New York Public Library. The tablet is intended to commemorate the one hundredth anniversary of the birth of Isaac Pitman and marks, also, the establishment of a permanent reference library of shorthand and kindred subjects.

The movement, which was successfully inaugurated by the Association, was supported by a number of leading educators and public men, including President Woodrow Wilson, Commissioner Claxton, President Hadley of Yale University, Dr. Wm. H. Maxwell, superintendent of schools, New York, N. Y., Dr. A. B. Poland, su-

perintendent of schools, Newark, N. J., etc. A date for the dedication of the tablet has not yet been set.

AMONG BOOKMEN.

A Superintendent's Estimate.

State Superintendent F. G. Blair of Illinois, publishes in the Educational Press Bulletin, his estimate of the value of the service rendered to the schools and to schoolmen by the representatives of textbook houses. He writes:

"So much is said about the interference of 'bookmen' in the election of school boards as well as in the election of school principals, superintendents and teachers, that we are in danger of overlooking the good done by them. In the first place, the bookmen who are on the road today have practically all been selected from the teaching body. And, moreover, their selection has resulted from their exceptional knowledge of schoolmen and their ability to understand school conditions and school needs. It is, therefore, not surprising to find school teachers, principals and superintendents who have been aided greatly by the wise suggestions and counsel of some traveling bookman. A president of one of our higher institutions says that he receives from certain bookmen the most accurate and discriminating estimates of teachers whose work they had observed in their travels. They know something besides the books they sell."

The ranks of the bachelor bookmen are rapidly thinning. That is evidenced by the recent marriages of two prominent representatives of Ginn & Company.

Mr. David S. Swaney who covers western Pennsylvania for the firm was married on June 27 to Miss Ethel Genevieve Morhouse at North Girard, Pa. Mr. and Mrs. Swaney will reside at Chautauqua, N. Y.

Mr. E. H. Kenerson of the New England field force was united in matrimony to Miss Charlotte Ryder at Bellows Falls, Vt., on July 10th. Mr. Kenerson travels in New Hampshire and Vermont and has established a home at 14 Brooks Street, Winchester, Mass.

BRADEN NUMBER-READER

BY JENNESS M. BRADEN.

For the First Grade and all Ungraded Schools

An Altogether New and Strictly Practical Method
of Training Pupils to Develop the
Number Sense.

With our advancement in Child Study, it is high time there were a surcease, maintains the author, of spending twenty minutes a day training children to juggle with figures which count for so little in mental growth.

Back to the beginning of the subject, says she, must we go, and deal out to our little folks the very beginning portion of it.

Let us apply the beginners in numbers always to the tools and the material in the home and the kindergarten, and have them learn by doing.

The child must see and hear and handle a thing before he has made it his own. Then he needs to tell it again and again before his tongue is fully loosened and his fingers nimble.

The Number Reader method is set forth page by page by illustrations in endless variety, by seat work, detailed step by step, which the simplest child mind can understand and execute, while foot notes for the teachers direct the management of the work, and the common sense of the method finds its justification in the deep interest and rapid progress of the pupils whenever working from the concrete to the abstract figure combinations.

Abundant pages are devoted to the processes of addition.

Stick laying, picture devices, number stories, measuring, and so forth, furnish a constant round of activities for hand and eye, for mental grasp and oral expression.

Subtraction follows till the child delights in mastering it in the concrete and abstract, with some allied fractional conceptions, following in general the lines of method in development adopted in addition.

The paper, print, illustrations and binding signal a marked success in the bookmaker's art.

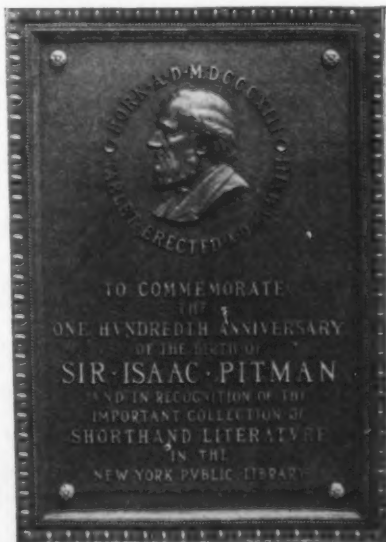
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Pitman Tablet in New York Public Library.



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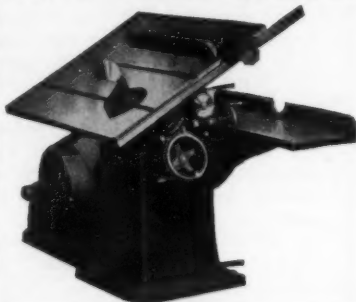
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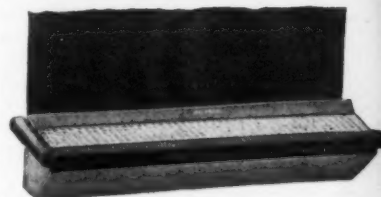
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THE SAINT PAUL MEETING.

(Continued from Page 15)

tracts, construction and equipment of school buildings.

The Association desires to encourage the larger use by the community of the school plant for all educational, social and recreational activities. It commends the extended use of school facilities thru Continuation Classes, enabling employees in mercantile and manufacturing establishments to increase their efficiency both in their vocations and their community relations. Progress already made in these particulars thru sympathetic co-operation of employers is most gratifying. The development of recreative activities and the wider use of play in the system of education call for larger playgrounds. Consideration of these needs is earnestly suggested to the school authorities of the country. The judgment is here expressed that all uses civic, social or recreational of public school properties for whatever purposes and by whatever agencies should be under the responsible control of the constituted authorities in charge of public education.

The Association recognizing the place of the teacher in our system of education declares its belief that salaries should be increased and adjusted to the standards of living required of American teachers; to the demands for professional education and improvement by study and travel; and to the standards of teaching efficiency demanded both by the needs of the schools and public sentiment.

The attention of the country is directed to the beneficial effects following the establishment of a system of teachers' pensions in many parts of the country and the extension of the system

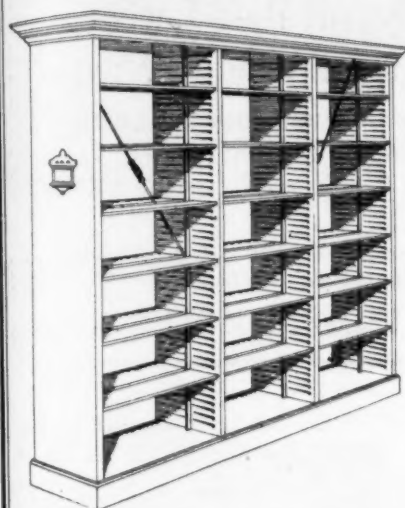
as rapidly as possible is most cordially commended. The Association regards efficiency and merit, rather than sex, as the principle on which appointments and selections should be made, and therefore declares itself in favor of the political equality of the sexes and equal pay for equal services. A democratic system of education recognizes merit and fitness as the supreme tests for public service.

The National Education Association views with great satisfaction the increasing tendency to settle International differences by means of arbitration and cordially approves the efforts of the President of the United States and the Secretary of State in this direction. The Association commends the moral self-restraint on the part of the President of the United States in dealing with the Mexican situation and endorses heartily his policy that the United States does not aim at territorial aggrandizement. The Association continues its approval of the American School Peace League, the organization of Peace Leagues, the observance of Peace Day, May 18th, and the dissemination of Peace Literature.

The Association recognizing the growing importance of amicable relations with Foreign Countries and the importance of education as the basis for a proper sentiment concerning these relations recommends that a Committee of five to serve without expense to the Association be appointed to investigate and report upon the desirability of introducing in the school materials and methods intended to educate the children in an intelligent and sympathetic understanding of foreign affairs. The Association calls the attention of Colleges and Universities to the opportunities for advanced work in such subjects.

The Association directs attention to the satisfactory results reached in the matter of physical inspection of children for health purposes. The sympathetic services of professionally educated nurses have commended the physical inspection of children in our public schools to parents generally. The supervision of this work by competent physicians has proved eminently satisfactory. The extension of this newer form of increasing efficiency in the schools to the field of dentistry is regarded with favor and approval. The Association, therefore, expresses its commendation and approval of such inspection and its belief that a complete justification for this work will be found in the increased efficiency of expenditures, in the conservation of health and in the greater capacity of the child to utilize the offered education.

The Association re-affirming its former declaration upon industrial and vocational education as a phase of the general education needed in a democracy and commending the principle of vocational guidance under competent leaders, would declare itself in favor of a nation-wide system. The Association endorses the principle of Federal aid for vocational education. The Association views with disfavor any proposal of a parallel system of schools exclusively for the trades and industries at public expense, but favors a comprehensive unified system of public education, including all types and forms under the single administration of the constituted authorities in charge of the public schools. The Association expresses its belief that a National system of vocational education, supported by funds from the Nation, the State and the local community is an urgent need, is based upon sound economic reasons, and is in response to a



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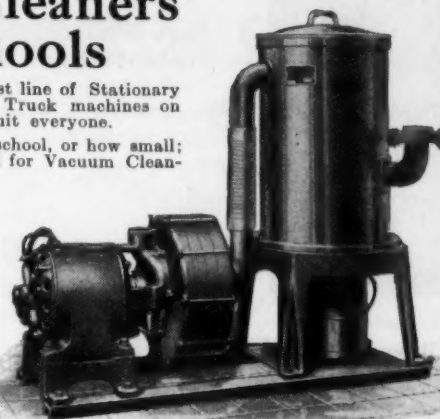
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public demand that should have prompt attention from legislative authorities.

The Association endorses and approves the plan of a larger unit in school organization and administration. It believes that the logic of events as well as considerations of economy and efficiency will displace the small district and recognize the County as the natural unit of administration supervising the township, groups of townships, or such other geographical divisions as would be suggested by community convenience.

The Association records with gratitude its appreciation of the services rendered the cause of education by the Bureau of Education and expresses its hope that the work may be enlarged and strengthened.

The report on resolutions was signed by: Pres. W. O. Thompson, Chairman, Ohio State University, Columbus, O.; Charles E. Chadsey, Supt. of Schools, Detroit, Mich.; Supt. L. E. Wolfe, San Antonio, Texas; John H. Phillips, Supt. of Schools, Birmingham, Ala.; Pres. John R. Kirk, State Normal School, Kirksville, Mo.; Pres. E. T. Fairchild, New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.; Prof. G. W. A. Luckey, Lincoln, Neb.; P. P. Claxton, United States Commissioner of Education, Washington, D. C.; Arthur H. Chamberlain, San Francisco, Cal.; Francis G. Blair, State Superintendent of Public Instruction, Springfield, Ill.; Adelaide Steele Baylor, Asst State Superintendent, Indianapolis, Ind.; Pres. Homer H. Seerley, Iowa State Teachers' College, Cedar Falls, Ia.

A SCHEME FOR FINANCING NEW ORLEANS' BUILDING OPERATIONS.

(Concluded from Page 10)

It will set aside each year \$50,000 from its revenues to be applied to paying the principal of the bonds. The City will pay the interest on the bonds which will be five per cent and will amount to \$100,000 per year. Instead of

the City appropriating funds to build schoolhouses from year to year it will issue certificates, or borrow this \$100,000, to be paid out of the revenues twelve years ahead each year and this \$100,000 borrowed each year will be applied to paying the interest on the bonds.

While the plan is costly in interest, as the City has to pay five per cent on money to pay interest at five per cent, it has the advantage that instead of the City building a schoolhouse this year and another next year and so on until it will probably be ten years before the present urgent need for more schoolhouses will be supplied, it will build them all at once and thoroly modernize the entire system. Another point in favor of the plan is that the school board will save money as it now pays out from \$10,000 to \$12,000 per year for rented buildings and also in repairs; a saving will be affected as modern schools need but little repairs. There will also be some saving in fuel and lighting.

At this writing, the closing hour of the Legislative session, the probabilities for the bill passing are good and it will then have to pass thru the ordeal of a vote of the people. President Wexler is assured that the bonds can be sold with ease.

Since the above was set in type the bill has become a law.

TEACHERS' SALARIES—A PRACTICAL PROGRAM.

John W. Carr, Superintendent of Schools, Bayonne, N. J.

We have discussed the question of teachers' salaries and rediscussed it, again and again. We have collected data and written reports and published them. The public realizes that in most places teachers' salaries are inadequate. The real question at this time is, *What are we going to do about it?* I offer the following as a brief synopsis of what seems to me to be a practical program:

1. Keep down other expenses so that there may be funds for increasing teachers' salaries. In making up the school budget it usually happens that everything else is provided for before any provision is made for increasing teachers' salaries. The result is that other school expenses are increasing far more rapidly than the advance in teachers' salaries.

2. Standardize expenses, and in many localities there will be sufficient funds to pay reasonable salaries to teachers without increasing the burdens of taxation at all. By standardization of expenses, I mean the paying of a reasonable price for all commodities and service which are really needed, but no more.

3. Organize and maintain educational publicity committees—local, state and national. The people want to know what the great body of teachers really need in the way of salaries in order that they, the teachers, may do their work most effectively. In most communities that is all that is required to secure the necessary legislation to provide minimum salary laws, permanent tenure and adequate pensions.

4. Lastly, let us go to our homes, formulate a reasonable salary schedule for the particular locality in which we live, and then see if we cannot get it adopted. In my opinion, the most difficult problem we shall have will be to agree among ourselves as to what is a reasonable schedule. We have many valiant warriors in our own ranks. A few months ago a faculty committee of a western university was asked to submit an equitable schedule of salaries—a larger fund for salaries being available. The committee did valiant and deadly work—each succeed in killing off all the rest. The report was unanimously—"We can't agree on anything." But let teachers agree among themselves on a schedule which is reasonable, and in most communities the schedule will be adopted.



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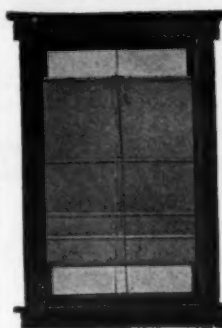


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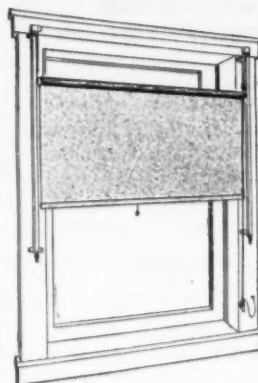
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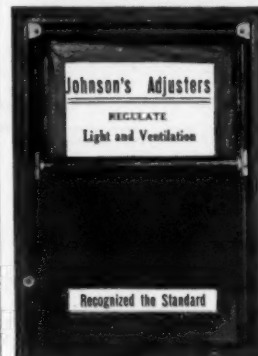


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SCHOOL ACCOUNTING AND COSTS.

(Continued from Page 77)

penditures. Let us briefly consider the general plan of accounting, including Revenue.

There are three General Ledgers:

1. General Fund.
2. Sinking Fund.
3. Capital.

The accounts in them follow:

General Fund Ledger.

Bank Depositories.
Petty Cash.
Supplies—Controlling Accounts.
Storeroom, Shops.
Taxes—Controlling Accounts by Years.
Reserves for Uncollected Taxes.
Tax Exonerations.
School Treasurer.
Orders Payable.
Contract—Controlling Accounts by "Items"—Appropriations.
Item Accounts Controlling Detailed Appropriations and Expenditures Ledgers.
General Fund Account (Unappropriated Balance—Difference between Assets and Liabilities).
Reserve for Expenditures for New Year in Advance of Receipt of Taxes in March.

Income Miscellaneous.

Old Material Sold.
Sundry Income.
Entertainments.
Library Fines.
Salary Refunds.
Swimming Pool Income.
Lost Books.
Auditorium Rents.
Election Booth Rents.
Property Rents.
Rebates and Returns.
Tuition.
Delinquent Tax Penalties.

Delinquent Tax Interest.

Delinquent Tax Advertising.
Estimated State Appropriation.
Estimated Interest on General Fund Bank Balances.
Estimated Miscellaneous Income Receipts.
Estimated Receipts Delinquent Taxes.
Charged with Budget Estimates which are credited to General Fund Account. Credited with Actual Income, which is charged to Individual Income Accounts, except Delinquent Taxes, which are charged to Reserve for Uncollected Taxes.

Sinking Fund Ledger.

Bank Depositories of Sinking Fund.
Appropriations from General Fund (Budget).
Past Due Bond Interest.
Old Boards' Bonds due in Current Year.
Short Term Loans and Mortgages due in Current Year.
Old Boards' Bond Interest due in Current Year.
New Boards' Bond Interest due in Current Year.
Interest on Short Term Loans and Mortgages, due in Current Year.
These accounts control detailed accounts by districts and issues of Old and New Boards in detailed ledger—"Due in Current Year."
(a) Reserve for Old Boards' Bonded Debt.
(b) Reserve for Old Boards' Floating Debt.
(c) Reserve for New Boards' Bonded Debt.
(g) Reserve for Bond Expenses.

These Reserves are for Retirement of Debts at maturity. Annual amounts are set aside for this purpose.

Sinking Fund Committee Investment in 1912 School Bonds Orders Payable.

NOTE—The Total of the "Reserves" (the difference between Assets and Liabilities in this Ledger) equal the total "Bond Retirement Funds" in the Capital Ledger, and form the connecting link between the two ledgers.

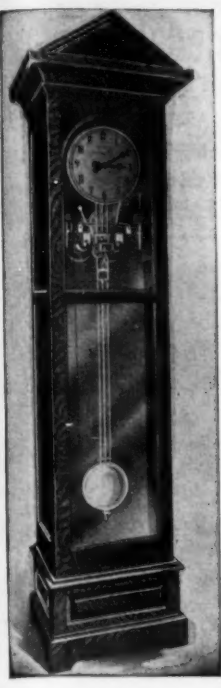
Capital Ledger.

Bank Depositories (of Proceeds of Sale of Recent Bond Issue).
Orders Payable.
Land—School Purposes.
Buildings—School Purposes.
Equipment—School Purposes.
Land—Other than School Purposes.
Buildings—Other than School Purposes.
Equipment—Other than School Purposes.
Land, Buildings and Equipment are Fixed Assets and the six foregoing accounts control detailed ledger accounts of "Plants and Properties." At the end of each year Capital Outlays are transferred to these detailed and controlling accounts and credited to Capital Surplus.
Bonded Debt—Former Boards.
Bonded Debt—Present Board, 1912 Issue.
Short Term Loans and Mortgages—Former Boards.
The "Bonded Debt" and "Short Term Loans" accounts are not due in current year and control detailed ledger accounts by old Districts and issues.
Bond Retirement Funds (Equal Reserves in Sinking Fund Ledger) Capital Surplus (Equal Difference between Assets and Liabilities) Improvement Fund (1912 Bond Issue).
Contracts—1912 Bond Fund.
1912 Bond—Appropriation Item 7.
NOTE—The Improvement Fund less Appropriation Item 7 is the net amount of Capital Improvements made, transferable to Fixed Capital Accounts, Land and Buildings, upon completion of latter.

The Details of Items.

Monthly Financial Reports to the Board cover Receipts, Disbursements and Balances in Cash of the various Funds, Status of Contracts, Status of Appropriations and Balance Sheets of General Fund, Sinking Funds, and Capital.

The "Item" or Appropriation Accounts in the



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General Ledger control the detail Appropriation and Expenditure Ledgers of which there are two, one with the detailed accounts, under each of which appear the groups of schools only and in the other (the detailed, statistical cost records) by schools under each of which appear the detailed accounts. These are kept by different bookkeepers, the work of each checking against that of the other, and by each checking the distributions to vouchers, any inaccuracies in distributions, posting or otherwise are detected and corrected. In addition, these records are controlled by the accounts and audit of the School Controller's office, thereby insuring a triple proof of accuracy, coupled with the Code Cipher and purposes for which goods or services were used at the source on the requisitions and bills which are checked in the accounting offices.

The manner of handling other records, such as Insurance, Pension, Pay Rolls, Experience, Vouchering, Check Registers, etc., would take too long to consider in detail.

No perfection is claimed for the Pittsburgh methods of Accounting, which are based on the Government Classification of the Bureau of the Census and the Report of the Philadelphia Convention of the National Association of School Accounting Officers, elaborated to suit local conditions and requirements. Our present consolidated school system has only existed since November, 1911, so that we have been able to begin with a "clean sheet." The detailed accounts shown in our "Classification" will not suit conditions in all cities in all respects, but they are presented for consideration and criticism as it is our desire to profit by the experience and advice of other cities.

The Value of Uniform Accounting.

In conclusion, a few general remarks concerning Uniform Reports may not be out of place.

The Pennsylvania State Board of Education is considering the adoption of the form of the United States Bureau of the Census. The Bureau of the Census bases reports on receipts and payments, not on revenue and expenditure, likely because all cities must finance on the former basis. The Bureau uses "Average Attendance" as a divisor in figuring costs, and as a dividend includes all Administration, (both Business and Education) Instruction Salaries, Educational Materials, Supplies and Expenses, Operation and Maintenance of School Plants and Miscellaneous Expenses. This compels the pro-rating of Administration to the various classes of schools on a somewhat arbitrary basis of relative attendance or otherwise. Pro-rating is not sound accounting. The reason for including Operation and Maintenance of School Plants in the cost per pupil is not clear. It is hard to realize, for instance, what the relation may be between Repairs to Buildings or Repair and Replacement of Equipment and the number of pupils in attendance.

There is a relation of the number of pupils to educational cost, i. e., Instruction Salaries, Educational Material, Supplies and Expenses, and perhaps as a whole to Educational Administration (professional) as a general overhead charge. But this unit cannot be fairly used for physical Operation and Maintenance of School Plants or Business Administration, and why Pensions should be included is a mystery. It is like the old factory cost accountant who includes Selling Expenses and General Administration Expenses as part of Manufacturing Costs, which relate only to quantity manufactured, selling costs to quantity sold, and Administration to both, or rather to neither.

Differences Difficult to Compare.

Physical properties are rarely alike or oper-

ated under similar conditions. Janitor Service, including wages and supplies, might be more properly based on the number of rooms or square feet cleaned, but janitors do many other things besides keeping buildings clean. Fuel on the basis of cubic feet heated, taking into consideration the varied types of heating plants and the fuel used and the relative B. T. U. tests of the latter. Water on the basis of consumption, altho in some city schools it is furnished free by the city, in others bought from independent water companies. Light might be based on meter readings and units of consumption in relation to cubic feet lighted and depending on the kind of light used, etc. Power on the basis of consumption. Rent of schools considered a Miscellaneous Expense by the Government is treated in Pittsburgh as a legitimate charge to Operating Expenses.

It is difficult to find any satisfactory basis of comparison of maintenance expenses thru unit costs, as these charges depend absolutely on physical conditions, types of construction, age of plant, etc.

Therefore, I deem the adoption of this Association, limiting Unit Costs per pupil to Educational Costs as a more satisfactory basis of comparison, and one which will stand the test of time and criticism, because it is practical and founded upon the broad experience of men thoroughly familiar with School Accounting and Costs. Our problem now is to get all cities to co-operate with the National Association of School Accounting Officers, the State Boards of Education, the Bureau of the Census, and the United States Bureau of Education to bring about the desired results of comparisons of like terms.



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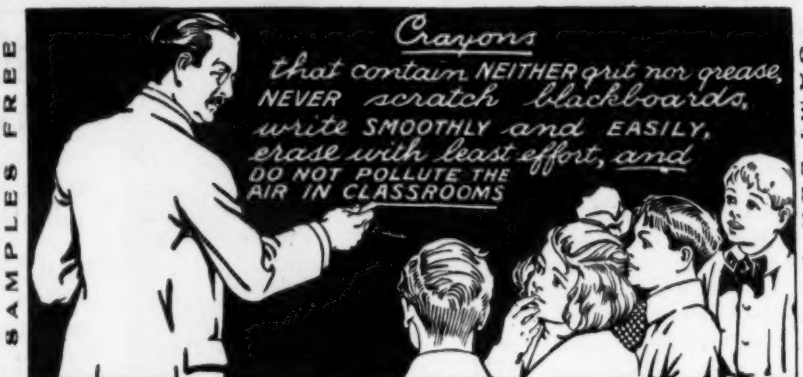
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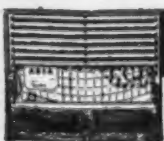
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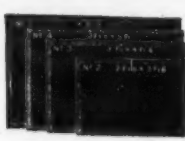
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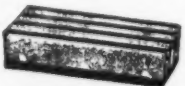
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SCHOOL STATISTICS OF CITIES.

(Concluded from Page 10)

secondary schools; 593, or 0.5 per cent, in normal schools; 3,137, or 2.8 per cent, in other day schools; and 8,730, or 7.9 per cent, in night schools.

Of the 195 cities considered in this report, 53 made payments for teachers' pensions and gratuities, and 5 others had funds for that purpose. Of these 58 cities, 38 had permanent pension trust funds and 20 had made no such provision. The total pensions and gratuities paid in 1912 by the 53 cities amounted to \$1,702,811, of which \$1,622,426, or 95.3 per cent, was paid by the cities maintaining teachers' retirement funds with investments, and \$80,385, or 4.7 per cent, was paid by the other 20 cities. Pensions and gratuities are paid to the teachers by two methods: (1) From, or thru the agency of public trust funds established for that purpose, and (2) directly from the school district or city corporation treasury.

Cities Having No Permanent Pension Funds.

The cities paying teachers' pensions but maintaining no permanent retirement funds or investments were: Pittsburgh, Pa.; Newark, Paterson, Trenton, Camden, Elizabeth, Hoboken, Bayonne, and East Orange, N. J.; Denver, Colo.; Atlanta, Ga.; Lynn, Malden, and Pittsfield, Mass.; Charleston, S. C.; Mobile, Ala.; New Britain, Conn.; Topeka, Kans.; Niagara Falls, N. Y.; and La Crosse, Wis.

The 38 cities having permanent funds with investments for the payment of teachers' retire-

ment pensions reported assets in those funds at the close of 1912 amounting to \$4,134,488. These invested funds paid out \$1,622,426 in pensions; \$13,072 for expenses of fund management, and \$1,398,717 for investments purchased. They received during the year an aggregate of \$1,968,977, of which amount \$1,085,295 was revenue or fund income. Of this latter amount, \$917,252, or 84.5 per cent, was derived from teachers' contributions to pension funds.

THE PREPARATION OF BUDGETS.

(Concluded from Page 12)

exercised to obtain uniform administrative practice in so far as such practice depends upon expenditure of funds provided in the budget.

The financial or fiscal officer should be in absolute control of these expenditures to prevent a juggling of accounts and over-expenditures of appropriations.

The budget is used almost exclusively by governmental, state and municipal and other organizations having the disbursing of public funds, but it could be used advantageously by corporations in mercantile pursuits and more especially in public service corporations where the anticipated expansion and betterments frequently have to be considered for five years in advance. In such cases the budget would be a great help to administer the financial affairs of these corporations.

(To be concluded in the September Journal)

SEEKING A SUPERINTENDENT.

(Concluded from Page 8)

"Thank you very much for promptness in answering. You have shown a courtesy that many school officials don't know enough to show."

He also asked, as did several others, that he be advised of the name and residence of the successful candidate and this information we gave immediately after the election, to every man who had sent in his application; returning at the same time all data which had been sent us.

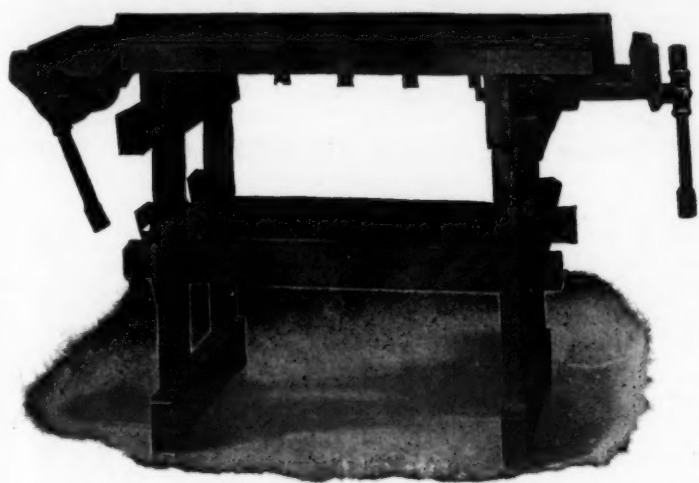
A member of a school board may do more laborious work, he will, it is to be hoped, do work that is better paid, but it is doubtful if in the whole course of his life he ever does any more responsible work than that of selecting a superintendent for the school children of his community.

Providence, R. I. The school board has adopted a resolution providing for the establishment of three special schools for backward pupils.

Upon the suggestion of Supt. E. G. Bauman, the school board of Quincy, Ill., has undertaken a study of the Junior High School with a view to its adoption for the local schools. It is the belief of the school authorities that the change in organization will reduce congestion in the high school and also keep pupils in school for a year longer; eliminate the present eighth-grade commencement and provide for graduation exercises at the completion of the entire school course.

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Not Observing.

"No," complained the Scotch professor to his students, "ye dinna use your faculties of observation. Ye dinna use them. For instance—"

Picking up a jar of chemicals of vile odor, according to Tit-Bits, he stuck one finger into it and then into his mouth.

"Taste it, gentlemen," he commanded, as he passed the vessel from student to student.

After each one licked his finger and had felt rebellion through his whole soul, the old professor exclaimed triumphantly:

"I tol' ye so. Ye dinna use your faculties. For if ye had observed ye would ha' seen that the finger I stuck into the jar was nae the finger I stuck into my mouth."

A Competent Teacher.

A well-known judge of the Court of Sessions was administering the oath to a boy of tender years, and he asked him, "Have you ever taken the oath? Do you know how to swear, my boy?" The simple reply was, "Yes, my lord, I'm your caddie."—M. A. P.

A tutor lecturing a young man on his irregular conduct, added with great pathos: "The report of your vices will bring your father's gray hairs with sorrow to the grave."

"I beg your pardon, sir," replied the pupil; "my father wears a wig."

Passerby—What's the fuss in the school-yard, boy?

The Boy—Why the doctor has just been around examin' us an' one of the deficient boys is knockin' the everlastin' stuffin's out of a perfect kid.



Necessary.

"What is the first step you would take toward filling the position you desire me to obtain for you?" asked School-Board Member Jones.

"Arrange to have it empty," replied the young woman who knew the use of pull in getting into the schools.

Not in Her Line.

One day Mr. Smith went to buy a bushel of buckwheat for sowing. The man who sold the wheat was away, but his wife undertook to wait on the customer. She found a peck measure, and they went to the granary.

She filled the measure twice, continues the account in Everybody's Magazine, and, pouring the contents into the bag, began to tie it up.

"But, Mrs. Lawton," said the man, "it takes four pecks to make a bushel."

"Oh, does it?" replied the woman, as she untied the bag. "Well, you see I never had any experience in measuring grain before I married Mr. Lawton. I always taught school."

The Next in Line.

On a recent examination paper in an English school, on "How we are governed," was this question:

"If the Prime Minister, the Chancellor of the Exchequer, the Home Secretary, and all the members of the Cabinet should suddenly die, who would officiate?"

Robert, a boy of twelve, trying in vain to recall who came next in succession, at last had a happy inspiration and he answered, "The undertaker."

Strictly Logical.

Professor Sudbury, who was extremely near-sighted, went to the barber's, sat down in the barber's chair, took off his glasses, and allowed himself to be shaved. When the artist was done with him, says the New York Times, he did not move and for a while nobody disturbed him. But other customers began to arrive and the chair was needed. The head barber, suspecting that his learned patron had fallen asleep, asked his boy to wake him. The professor overheard the order.

"No, my good man," he said, "I am not asleep. The fact is I am frightfully near-sighted. When I took my glasses off just now I was no longer able to see myself in the mirror opposite. Naturally I supposed I had already gone home."

Good Advice.

The Sunday-school was about to be dismissed and the members of the younger classes were already in anticipation. They relaxed their cramped little limbs after the long confinement on straight-backed benches. Then to the dismay of all, the superintendent entered and, instead of the usual dismissal, announced:

"And, now, children, let me introduce Mr. Plank, who will give us a short talk."

The man introduced, after gazing impressively round the classroom, began, "Well, children, I hardly know what to say."

He had no more than uttered the words when the school was convulsed to hear a small, girlish voice in the rear of the room lisp out, "Thay amen and thit down!"

Jones (who prided himself upon his activity in the councils of the school board)—"I have made a dozen speeches at the board meetings and you have never even opened your month."

Smith—"That's where you are wrong. Every time you speak, I yawn."



Teacher—Now, Willie, if you and your little sister buy ten peaches, and six of them are bad, how many are left?

Willie—Two.

Teacher—Two?

Willie—Yes'm; me and my little sister.

Absent-Minded.

The story is told of a college professor who was noted for his concentration of mind. The professor was returning home one night from a scientific meeting, still pondering over the subject. He had reached his room in safety when he heard a noise which seemed to come from under the bed.

"Is some one there?" he asked.

"No, professor," answered the intruder, who knew of the professor's peculiarities.

"That's strange. I was positive some one was under my bed," commented the learned man.

"We sent Gladys Ann to cooking school to get her mind off her piano playing," said Mr. Cumrox.

"Did the plan succeed?"

"Yes. Now we're trying to persuade her to study political economy so as to get her mind off the cooking."

A Hard Problem.

Willie—Say, teacher, tomorrow's my birthday.

Teacher—Why, what a strange coincidence. It's mine, too.

Willie—Well, gee! How'd you ever get so much bigger'n me then?

The Teacher (at a school treat)—What's the matter with Horace, Mrs. Jones? Is he ill?

Mrs. Jones—Oh, no, Miss. 'E ain't exactly ill, but no stummick can't stand nine buns.—

Kinder der Neuzeit.

In der Naturkunde, so berichten die Megendorfer Blaetter, wird ein Fisch gezeichnet. Der Lehrer lobt die kleine Paula, weil sie die Aufgabe am besten ausgefuehrt hat, und fragt:

"Wie hast du es denn angefangen, dasz dein Fisch so schoen geworden ist?"

"Oh, ganz einfach," antwortet Paula, "ich habe zuerst einen Zeppelin Ballon gezeichnet und dann die Flossen und den Schwanz darangemacht."

Educational Trade Directory

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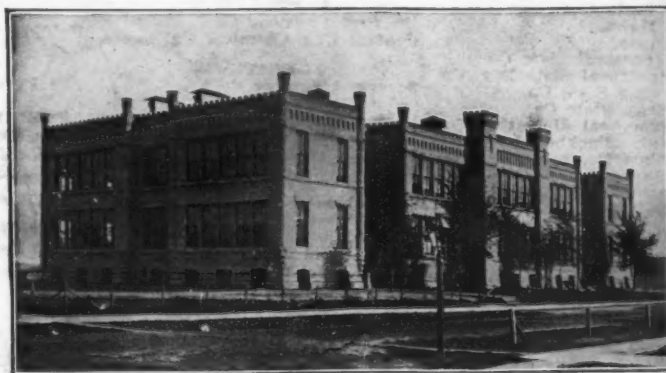
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